ILLINOIS Education

JANUARY, 1955

New Times— New Ways to use CRAYOLA®

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Do Home Visits Have Any Value?

Someone, somewhere, sometime, in the field of elementary-school education, started a rumor concerning the value of the home visitation to our schools. One by one educators and college textbook writers took up the subject and began stressing the importance of this technique as a device for gathering data on pupils. As a result, today many an unknowing school administrator has urged you and other teachers to "get out into their homes" to help you see "what makes 'em tick." If principals were as practical-minded as teachers are, they wouldn't mention the home visit to you.

Those who advocate the home visit seem to be vague about what they hope to accomplish. Some indicate that to see why the child reacts as he does in school we need to see him in his natural home environment. We need to see first-hand how he and his parents converse with each other. We need to observe the condition of the house itself as to cleanliness, furnishings, and general appearance. We need to see the relationships that exist between our pupils and their brothers and sisters. These are but a few of the things we "look for" in the home visit.

Some of the other things we observe are the correctness of grammar that the parent uses, the manner in which she addresses her children, and the way she answers questions about our pupil.

What is right or wrong about all of this? I sincerely believe that nothing is right about it. Everything is wrong. We have no business "dropping in" for a home visit. In many cases we wouldn't be welcome, particularly if we had given no advance warning. The parents would be uneasy. We might not be able to convince those who sent us, however, that this is frequently the case. Would you like to have parents dropping in to see you unannounced? I wouldn't. I enjoy the privacy of my home; so do the parents of your youngsters.

The Situation Isn't Normal

Unless we do "drop in," however, we certainly will not see a normal situation. And even so, where I have made home visitations, the children were either sent outdoors or into another part of the house, even though I asked permission for them to stay. And how many parents would make no effort to improve their surroundings before the day of your visit? How many youngsters would have escaped coaching by the parent before his teacher arrived? In fact, how many youngsters would act the way they are accustomed to acting at home as long as you are around? We have to say, "Not very many."

If we are sincere in our desire to learn more about our pupils, I believe we can be more successful if we bring the parent to our office (the classroom) and sit down in the atmosphere of the child's school life to discuss his problems rather than going into his home. Some children are well adjusted at home. The reverse of this is also true. We are especially interested in how he has adjusted at school, yet we know the importance of a good home life.

We can gather by inference in listening to the child's normal conversation a more accurate picture of his home life than we can get by visiting his home. In a pupil's impromptu stories at school and in his actions and associations with others, a teacher with an average amount of judgment can learn a great deal about what lies behind the pupil's school behavior.

Let us not, then, continue to plague our teachers with the request that they "visit in every home by Christmas." Teachers can put their time to much better use if they spend that time in their own rooms after school preparing for the next day's classes rather than running about the community looking for "causes" about which they can do nothing anyhow.

—FRED M. KING, principal, Thomas Jefferson Elementary School, Peoria.

Journal Can Serve As Idea Exchange

Dear Editor:

This is a suggestion for your fine journal that I feel has some merit. Why not devote at least one full page for descriptions of various motivating games and ideas to be sent in by the many teachers of our state?

Our new and beginning teachers would benefit greatly from this, and I am sure teachers of many years of experience would be interested, also.

As it is today many new ideas are brought in by teachers who visit other schools, but this happens just once a year on visiting day. By using the journal there could be an exchange of these ideas every month.

—EUGENE E. DAVIS, superintendent, Grayslake Community Consolidated School.

Ed. Note: We do present teaching ideas from time to time as "Here's an Idea" items, and are always happy to receive them.

—Chicago Public Schools Photo

Bylines

TELEVISION is *really* a part of the education program in the Chicago schools! And it's not just a case of having the students view a few selected programs. They receive special training so they can plan and present programs of their own, and some learn about the technical side of TV.

The picture on the front cover and the one above were taken at the Hibbard Elementary School, where as part of an electronics project students made their own television cameras, receiver, and other equipment.

THE CHICAGO SCHOOLS began using radio as a teaching medium in 1937, and in 1941 set up their own FM radio station, WBEZ. It was the second school-owned radio transmitter in operation in the country. Television entered the picture in 1945, when the Chicago Radio Council set up the first series of educational television broadcasts for classroom use in the United States. A story about the Chicago schools' use of radio and TV begins on page 174.

SUPPOSE you yourself are to appear on TV, or to prepare a program with your students. What should you know and what should you do? John A. Morrow, audio-visual director of the National Project in Agricultural Communications at Michigan State College, talked on that subject at the Education Communications Service workshop at Albany, N.Y., last summer, and we asked him to put some of his points into an article for Illinois teachers. He did, and "Teaching by Television" begins on page 168.

TO BRING IT DOWN to specific cases, Robert V. Esmond, radio-TV director at Northern Illinois State Teachers College, tells in an article beginning on page 171 how Northern went about presenting a TV series called "Four Good Years."

YOU'LL FIND other helpful material in this issue, too—a list of state legislators, for use during the 69th General Assembly; an explanation of the teacher tenure law; suggestions for your school's observance of Brotherhood Week; an account of the development of the Junior Academy of Science; and, as a fitting thought-piece during the March of Dimes campaign, the story of a boy and his teacher on the "terrible" day when the child returns to school after having polio.

—*The Editor*

ILLINOIS Education

Volume 43, No. 5
January, 1955

Publication of the Illinois Education Association

Hope Angel, Editor • Francine Richard, Assistant Editor
L. R. Grimm and C. E. Vick, Contributing Editors
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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Published monthly except June, July, and August by the Illinois Education Association. Publication office, Kable Printing Co., Mt. Morris, Ill. Editorial office and headquarters, 100 East Edwards Street, Springfield, Ill. Entered as second-class matter Sept. 28, 1954, at the post office at Mt. Morris, Ill., under the Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Sec. 34.40 (2), Act of Feb. 28, 1925.

Subscription price $2 per year, 25c per single copy. Payment of dues entitles IEA members to receive ILLINOIS EDUCATION. *Microfilm copies* of current volumes may be purchased by subscribers from University Microfilms, 313 North First Street, Ann Arbor, Mich. Rates comparable with ordinary library binding. *Notice of change of address* should be filed immediately with ILLINOIS EDUCATION, 100 East Edwards Street, Springfield, Ill. Both the old and the new address, and the IEA division in which the person is enrolled, should be listed. *Manuscripts and correspondence* should be addressed to the editor at 100 East Edwards Street, Springfield, Ill. Deadline for news and calendar items is the first of the month preceding month of issue. No remuneration. *Advertising rates* will be furnished on request.

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the terrible, terrible day--

By IRENE HOFELD
Woodstock

It isn't any fun when a fellow starts back to school crippled from polio.

IT WAS GOING to be a terrible day next Monday, terrible. Yesterday his mother came to his room and told him that Dr. Davis approved of school for him again the following week. He thought her voice too high and gay, and as simply as that his fear began to grow. He somehow produced a smile in response to hers, but from that minute the entire week took on a nightmare aspect and he knew that next Monday would be a terrible, terrible day.

More than ever before he wanted to fit in with the gang. He wanted to wear exactly what the kids wore. He wanted to say the right words and do the right things. He had watched them carefully from his window, for weeks. He knew what he needed. His folks cooperated by supplying cowboy boots, holsters, a 10-gallon hat, and a red plaid shirt. As long as school belonged to a nebulous future, his preparations seemed adequate. But suddenly during that week his cowboy boots were all wrong. His holsters looked shoddy. His polio-withered right arm seemed to him so appalling that everything he did or said or wore was distorted by its ugliness. He felt hopelessly different from the other kids.

What Would the Teacher Be Like?

His teacher would notice and pretend not to, pat him on the head like Aunt Milly did and turn quickly away. She would insist on buttoning his coat for him, like the new nurse at Doc Davis' office, even though he could fasten it himself now with his left hand. She would tell all the kids to be nice to him and they'd let him keep score when they played Red Rover, but she'd be afraid he'd hurt himself if he ran. All week he envisioned fearfully what his teacher would be like.

Sunday night was frightful. Tomorrow was the terrible day. When he asked to stay home, just a few more days, Mother laughed nervously. "I can tell when you're fooling, Tommy. What a good joke." She helped him take a bath. She laughed and talked about school all the time she dried him. "Just you wait until you're in school with the other kids again. It'll be more fun than sitting around the house. Why, you won't want to come home when the bell rings." While she laid out his jeans and chattered about which socks he should wear, Tom slowly realized that she, too, knew what a terrible day tomorrow would be. He awoke repeatedly during the night; dread made his body sticky and the room close.

He seemed very self-assured to his mother as she gently pulled the jacket sleeve over his bad arm early the next morning. Working with his left hand, Tom lowered his right hand into his pocket, buttoned up and reached for his new notebook. He remembered how excited he had been about the cowboy pictures painted on its nice-smelling leather cover. Now, filled with paper and ready for school, it seemed awfully heavy—slippery, too. He stood on tiptoes to kiss his mother. Stooping, she gathered him close and whispered, "Remember, Daddy and Mommy love you." Then everything was completely wrong and it was Tom who was comforting his mother by patting her hand and smiling. In a minute he was striding confidently down the street.

He Hides His Deformity

After he turned the corner he darted into the hallway of an apartment house. Working feverishly he unbuttoned his jacket and shirt, drew them from his right arm, and buttoned them; his deformity was now safely hidden against his body.

When Miss Thompson looked up from her papers at the sound of the squeaky door, she saw a small worried face on top of a jacket from which one sleeve hung limp. Beneath that she noticed plaid shirttails be-

low which a pitifully thin hand dangled.

"If you belong in my room, you must be Tom Wilson. If no one's on the playground, come help me mark papers. We can get acquainted while we work. Take off your coat and hang it on the end hook in the cloak room."

He followed her directions. Timidly he approached her desk and sat in a chair beside her. She handed him a list with numbers on it, and some papers. "See if the papers have the same numbers on them. Circle the wrong ones. That way we can tell what we have to study more of."

She watched him settle into the newness of being with her. He looked at her from time to time, first wonderingly, then hopefully. Catching his eye, she mused, "We'll get along very well. After all, our names are almost the same. Tom and Miss Thompson." They both smiled. Tom even chanced a giggle.

Seeing she was still smiling at him, he became more bold. "Could I have a book to keep the papers from sliding?"

"I'll show you something better. Unbutton your shirt. Now put your arm through your sleeve. There now." Carefully, as his mother and he himself did, but casually, she moved his weak arm until it rested on the papers. "There, that'll keep them from sliding."

'I Guess It Hurt'

He worked on, satisfied, until the door was flung open. The country bus had arrived. Ten boys and girls rushed in, dropped their books to their desks, clamored and talked, and all at once, stopped. A little boy stepped toward Tom and in awed tones announced to himself, "Hey, Tom's back. Hey, I guess it hurt." He stared at the arm, quite useful in Tom's estimation only a minute before but now, as it had been all week, ugly and withered and silly looking. Billy stood where he could get a good look. "Gee, you really been sick." The others, released from their shock by Billy's audacity, tramped over for a look, too. Tom sank back into his chair, not knowing what to do to hide his arm.

"Maybe Tom would tell us what the hospital in the city was like, at telling time this morning," interrupted Miss Thompson. "Here are the rest of the children. Billy, will you close the door? Tom, will you raise that blind a little? Class, the bell will ring in a minute. Settle down. Tom is back at school and he'll tell us about the hospital. Was it big, Tom? What room were you in?"

Tom's voice, shamed, mechanical, answered her questions. A child raised her hand. "Did it hurt much?"

"Yes."

"Gosh, did you cry?"

"Only a little," he tossed back belligerently, thinking they would laugh.

"I think I would have cried a lot," spoke up Miss Thompson. "I couldn't have been that brave."

'You Have to Be Brave'

"Gee, Tom was braver than Miss Thompson, and she's grown up," wondered another child. The unmistakable tone of admiration filled Tom with the first real confidence he had known all week. In a condescending voice he replied, "Well, you have to be brave if you wanna be a cowboy. That's why my dad got me these cowboy boots." He lifted his trouser leg a bit.

'Let Him Sit Near Me'

He answered more questions. Miss Thompson finally said that telling time was over. She showed him to a desk as several of his classmates pleaded, "Let him sit near me," and, "Here's an empty desk."

Once during the day Miss Thompson looked up to see Tom staring dreamily around the room. With his left hand he was supporting his small hand with which he was thoroughly cleaning out his ear. She opened her mouth to remark on good health habits, caught herself and instead of speaking, deliberately looked away.

The 3:30 bell rang. The kids lunged after their coats. Tom, smiling and shouting, scampered off with them.

Miss Thompson, watching him scurry off, leaned back and drew a deep quivering breath. "Well," she thought shakily, "I managed it." What a wonderful, wonderful day.

"FOCUS," a folder prepared by the NCCJ, includes five copies each of a series of six pictures (including this one) to stimulate discussion of moral and spiritual questions by adolescents.

Here are suggestions for observing

Brotherhood Week

in your school.

By EDWARD G. OLSEN
Education Director
Chicago Office
National Conference of Christians and Jews

INTERGROUP EDUCATION should be an all-inclusive, all-around, all-year, all-grade process, with Brotherhood Week utilized as a time of special emphasis and of stock-taking which can capitalize upon the nationwide publicity to be given Brotherhood Week, Feb. 20 to 27.

School people know well that special programming in any field should be only a part of the school's total effort to help children and young people learn to understand, work with, and appreciate others. Classroom activities *throughout the year* should promote better understanding of the various races, religions, nationalities, and status groupings which together make up our country and the world. Learning-to-live-together should be stressed as an integral part of the social living or core curriculum program of the school at all levels, and should permeate all curriculum areas from art to zoology.

In their *Intergroup Education in Public Schools* Hilda Taba and others have reported numerous year-round human relations programs in both elementary and secondary schools across the nation, including Hinsdale, Ill. Two recent 25-cent pamphlets published by NCCJ are filled with tested, practical suggestions for emphasizing better human relations throughout the year as well as during Brotherhood Week: *Building Brotherhood: What Can Elementary Schools Do?* and *Brotherhood: What Can Secondary Schools Do?*

To point up the importance of education in human relations during brotherhood Week, the following specific activities may be suggested.

I. PLAN FOR SCHOOLWIDE OBSERVANCE so that learnings and emphases in one situation will be reinforced by those in others:

•Form a school human relations committee to help plan and organize Brotherhood Week activities, and then to advise on intergroup education programming and curriculum development during the year.

•Place in the hands of interested teachers intergroup education materials secured from the National Conference of Christians and Jews and from other sources.

•Arrange bulletin board displays and library exhibits, featuring colorful posters, best books, significant pamphlets, and art materials.

•Show human relations films and filmstrips and use recordings, each implemented and interpreted through class discussion.

*For assembly programs secure guest speakers representing business, labor, management, religion, government, and the professions to discuss such subjects as Our Town Is The World, Who Is My Neighbor?, Prejudice Poisons Us, Does Democracy Mean Everybody?, Moral and Spiritual Resources for Brotherhood, Human Relations: Democracy's Test in Our Time, Progress in Improving Group Relations, and the like.

*Present choral speaking and singing programs depicting the idea of and the need for brotherhood in the community.

*Dramatize contributions of religious, racial, and nationality groups to American life.

*Arrange a panel discussion by students based on home room activity—"Learning to Live Together."

*Plan a musical program in which contributions of the major faiths are presented by orchestra, choral groups, vocal or instrumental solos.

*Develop a pageant depicting the migration of peoples to the United States and their contributions to the national culture and welfare.

*Secure a panel or talks by students from other countries and the United States on intergroup relations problems and progress.

*Dramatize episodes in our history when religious freedom and political liberty were established as principles of the American way.

*Encourage presentation of original skits and plays based on students' own experiences.

II. DEVELOP CLASSROOM ACTIVITIES in the usual ways, but oriented around human relations needs, resources, and opportunities:

*Encourage students to write themes, essays, verse, skits, and plays on the brotherhood theme. Provide outlets for these efforts in class programs, the school paper, on the radio, and for assemblies.

*Sing and play folk songs from many lands.

*Use biographical sketches and recordings of great artists of various backgrounds who have enriched American culture.

*Display examples and exhibits of art and crafts of many peoples, including the works of the first Americans, the Indians.

*Experiment with socio-drama or role-playing, calling on past or present incidents known to class members for the content.

*Evaluate your own school's intergroup relations.

*Survey your community to ascertain attitudes toward various racial and religious groups, and to discover the extent of equal opportunity for employment, housing, recreation, public facilities, medical care, education.

*Conduct field trips to minority-group centers and with minority peoples.

*Encourage free expression of the concept of "Brotherhood of Man" in art classes, in creative writing, and in dramatics.

*Plan a social hour for students and parents, and serve favorite delicacies of different national groups.

*In science classes attention may be called to contributions made by members of all racial, religious, and nationality groups in the United States to scientific progress.

*In literature, in art, in social science, and in recreation, there are wide opportunities to develop understanding, sensitivity, and appreciation of the individual and his background.

*History and the social studies provide opportunity to learn about the many peoples comprising our nation, and the problems they encounter in adjusting to American life.

*In every subject there are opportunities to emphasize brotherhood as the natural, normal, American way.

III. ENLIST STUDENT PARTICIPATION in student organization effort and in community service projects:

*Arrange discussions of group relations on campus or in school, using a check list entitled *How Does Your School Score?*, which the Chicago NCCJ office will furnish on request. Results could be reported and discussed at a joint meeting of several organizations or before the entire student body.

*Dedicate one issue of the school paper to brotherhood, using editorials, cartoons, and feature stories on human relations events and problems and how the problems are being solved. A clip-sheet and a kit of materials will be sent on request by the Chicago NCCJ office.

*Organize a human relations club to give leadership for year-round activities in this area.

*Send teams of mature students, carefully selected and informed, to speak before community groups and school classes or assemblies on a brotherhood theme.

IV. INVITE COMMUNITY COOPERATION, and thereby also strengthen your community relations program:

*Invite community leaders in human relations fields of work to visit the schools and serve as resource people in classes.

*Ask men and women of various nationality groups, races, and religions to present facts that will make possible an increasing "unity in diversity."

*Display brotherhood art, posters, cartoons, etc., in store windows.

*Conduct a film forum for community organization leaders or for the public generally. Show several of the newer motion pictures on intergroup themes.

*Request local newspapers to publicize school projects of these kinds.

V. ORGANIZE YOUR OWN IN-SERVICE EDUCATION PROGRAM to help all your faculty members, supervisors, and administrators develop superior insights and skills in intergroup relations. Starting with Brotherhood Week, you might:

*Appoint a human relations committee to coordinate joint effort.

*Secure specialized consultants as needed.

*Discover and analyze the intergroup tensions, needs, resources, and improvement possibilities in your school and community.

*Find out how other schools and communities like your own are successfully building better human relations.

*Identify useful teaching techniques and recent curriculum developments.

*Summarize research findings on the real causes and cures of prejudice, so that undemocratic attitudes and behavior may be forestalled or modified.

*Plan a local human relations workshop, or send a team of teachers and administrators to a summer workshop at a recognized college or university.

Science fairs will be held April 23 at Arlington Heights, LaGrange, DeKalb, Monmouth, Normal, Jacksonville, Charleston, and Carbondale.

Junior Academy Helps Youth Develop Scientific Abilities

By RUSSELL V. KOHR and ELNORE STOLDT

HAVING served Illinois students more than a quarter of a century, the Illinois Junior Academy of Science, now in its 27th year, is still growing. It was in 1927 that Dr. Lyell Thomas of the University of Illinois established a committee to form the Junior Academy, to be sponsored by the Illinois Academy of Science. The Illinois Academy of Science is a group of persons interested in scientific development, is composed largely of teachers from high schools and colleges of the state. Dr. Thomas continues as an adviser for the junior group.

One of the First

The Junior Academy, which is one of the oldest ones in the country, had its first meeting at Macomb in 1928. Since then, there have been annual meetings (except during war years) in conjunction with Illinois Academy sessions. Last year approximately 200 clubs were members and presented an estimated attendance at the Monmouth meeting of 776 students, with exhibits of their project work.

The entire purpose of the Junior Academy is to interest young people in science and to help them develop their scientific interests and abilities. Achieving this purpose takes two forms: making it possible for students to hold their own scientific discussion groups, and conducting science fairs at which they may exhibit their work.

Simple as that appears, it has through the years involved the unselfish work of a number of teachers, usually club sponsors, who have served on the advisory committee, often at considerable personal expense of time and money. In order to acquaint interested persons with the work of the academy, a filmstrip in color is being prepared and will be available in the near future.

As the organization developed, it seemed better at first for sponsors to direct most of the work, but now student participation is increasing. The state meeting finally became too large for available display space, which made it advisable to divide Illinois into eight districts so that preliminary fairs could be held. Each of the districts elect a district vice-president who will be a sophomore or junior, then state officers are selected from these for the following year.

Students Make Recommendations

The state president, who is this year Barbara Munk of Jacksonville, conducts regular meetings of the student officers at which they make recommendations to the sponsors. Their recommendations are excellent. The president also conducts state meetings, and the district vice-

Mr. Kohr is assistant to the president of Illinois College at Jacksonville, and Miss Stoldt is a biology teacher at Jacksonville High School.

presidents conduct meetings for the districts. It has been found that students are entirely capable of assuming much of the responsibility, and they learn by doing so.

For the past four years, students have had at the state meetings their own discussion groups presided over by student chairmen. Sponsors are present but do little except help direct the discussion if that becomes necessary. Often these informal discussion groups are quite spirited.

Not for the Good Alone

The Junior Academy is not intended for the better students alone; it actually serves to encourage some who need help. But because only the better projects appear at the state exhibit, the display sometimes attracts scientists from industries who are looking for future workers. This may result in help to the students, perhaps in the form of scholarships.

The senior academy continues its work of conducting an Illinois Science Talent Search in connection with the Westinghouse talent search program. Illinois winners of the Westinghouse search are guests of the academy at its annual meeting, and colleges in Illinois are invited to award scholarships to those students who show promise of work of high quality.

The Illinois Academy also provides for the increasing financial needs of the junior group, using income largely from sustaining memberships.

In spite of the fact that increasing its needs poses problems, it is hoped that the Junior Academy will continue its growth. It is able to meet present and future needs of many students in Illinois. High-school and junior high-school teachers, from both public and parochial schools, may help their students to affiliate with the organization at any time. There is no charge.

A pamphlet has been prepared, designed to appeal to students. Printing of the pamphlet is financed by Standard Oil Foundation, Inc., of Chicago. It bears an attractive cover sketch provided by the International Nickel Co., Inc., of New York. Copies of this, with other materials for use of teachers and their clubs, may be secured by writing to Milton D. Thompson, Illinois State Museum, Springfield.

Among the future teachers who attended the Northern meeting were these from the FTA club at Hinsdale Township High School. Left to right, they are Marlene Meyer, secretary-treasurer; Suzanne Fischrapp, historian; Mrs. Florence Cox, sponsor; Virginia Robson, vice-president; and seated, David Thomas, president.

—NISTC Photo

Education Makes Us Better Than We Are, Billie Davis Tells Future Teachers

Using what she termed "little scraps of evidence" from her early life as a "hobo kid," Mrs. Billie Davis captivated a youthful audience of 700 future teachers at Northern Illinois State Teachers College Dec. 1. She defined education for them simply as an experience which enables us to "be something better than we are"—a definition which students won't find in the textbooks.

The newly organized FTA chapter on the Northern campus, sponsored by Dr. R. A. Bullington, had invited high-school FTA clubs from the area to attend the program, which was also open to the college student body and staff and the public. High-school groups were present from Aurora (West), Belvidere, Braidwood (Reed-Custer), Chicago (Kelly), Crystal Lake, Dundee, Forreston, Geneseo, Hinsdale, Joliet, Maple Park, Morrison, Mt. Morris, Rochelle, Stillman Valley, and Waukegan.

Schools Gone to the Dogs?

After deploring those generalized statements uttered by people who say "the schools have gone to the dogs," Mrs. Davis told her listeners that sooner or later they would hear of the educational philosophy of Dr. Ellwood P. Cubberly, who believed that the curriculum should be adapted to the needs of the child. Then, when Mrs. Davis had finished weaving the somewhat humorous and yet pathetic threads of her own life story, she concluded with an incident from her high-school career in California. When she entered Union High School, she was told she would have to take a watered-down course for children of migrant workers. Upon complaining, she was taken to Mr. Dykes, the principal, who, as a former student of Cubberly, adapted his curriculum to her needs by letting her take "the same courses as the other kids."

Mrs. Davis concluded her fascinating educational story by telling how thrilled she was when she received her first tax bill and showed it to the children in the neighborhood, saying, "I got my first tax bill today, kids. Look—this amount here is for schools."

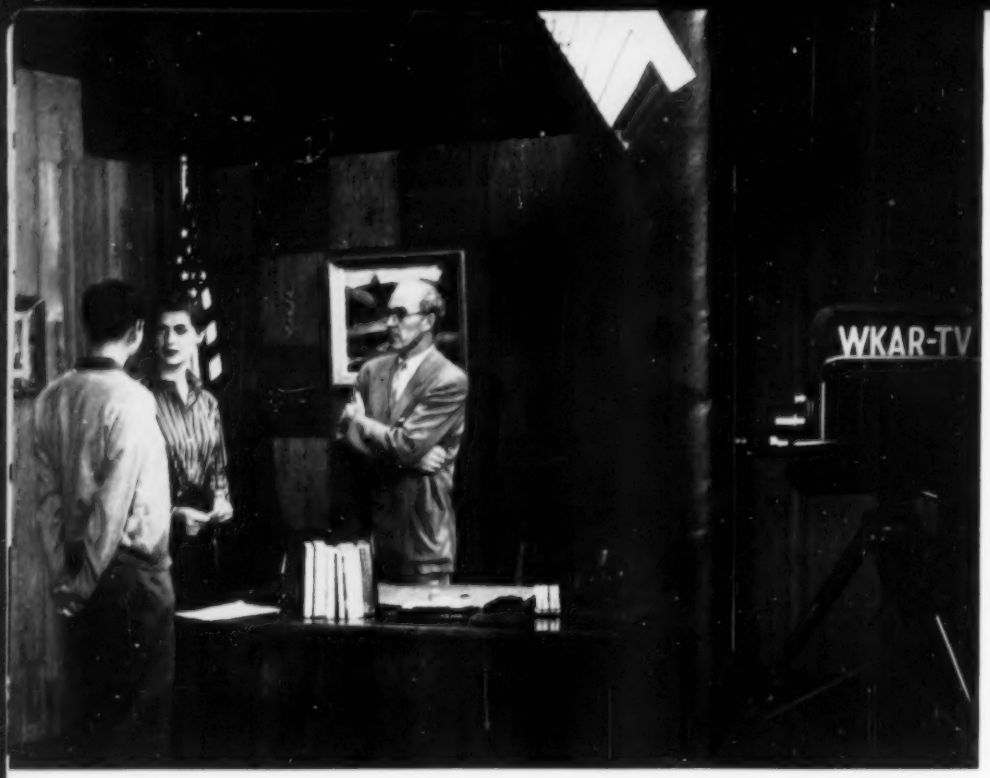
The children replied with, "But, Mrs. Davis, you don't have any kids." And she replied, "Yes, but I am happy to pay for your education because I believe it's a wonderful thing and I'm glad I'm a taxpayer!"

During her 60-minute talk the speaker emphasized that children are not chained to their environment. She deplored the idea that some unfortunate incident from the past should so affect one's life that he would be unable to take advantage of the "many fine free things in America," to make himself "something better than he is."

Mrs. Davis, now a resident of Bettendorf, Iowa, where her husband is a minister, will be remembered vividly by delegates to the NEA convention as the concluding speaker of the convention program in New York last summer.

"I'm glad I'm a taxpayer," said Mrs. Davis, explaining that, although she has no children, she is happy to pay for the education of others.

—NISTC Photo



A SCENE in the principal's office is portrayed on a typical movable set at station WKAR-TV at East Lansing, Mich., during a workshop of the National Association of Educational Broadcasters.

Teaching by Television

You can do it if you are a good classroom teacher.

By JOHN A. MORROW
Audio-Visual Director
National Project in Agricultural Communications
Michigan State College

THE TALENTS you need to make an effective television presentation are the same talents you need to be a good teacher.

Obviously, to be a good teacher you need more than background, training in principles of education, and command of your subject matter. You must have the ability to talk, show, explain, and demonstrate. And you must be natural and at ease at all times. Your naturalness gives you command of the situation and the attention of your class. With this attention and a thorough knowledge of your subject matter, you are in a position to inform, inspire, and instruct.

You Must Keep Pace

The best teachers are the ones who keep pace with the latest developments in their field. They constantly change their lesson plans to meet the needs of the different classes. They have learned to vary their methods and alter their classroom presentations. They effectively utilize, adapt, modify, and improvise visual and audio-visual materials. They make the classroom situation as interesting as possible, for they realize that they will not communicate their information, ideas, and thoughts without the attention and interest of the group.

Do you in your teaching devote enough time and energy to the six steps of basic communications? These are: planning, preparation, promotion, presentation, follow-up, and evaluation. They may be applied to most teaching situations, and they apply to effective television presentation.

The planning and preparation of your first classroom lessons required a good share of your time, and so will your first television programs. You must realize that, as in teaching, effective television presentation is born during the planning and preparation stages—not during the time you teach the class or present the program over the air.

You Must Be Adaptable

Probably in your teaching experience, classes have been cancelled or rescheduled; plans have been disrupted or an additional teaching assignment given on very short notice. If so, were you able to cope with the situation? Did you make the necessary adjustments and succeed in getting the lesson across?

In using television you must be prepared to adjust to the many changes necessitated by studio operations. Don't let these last-minute

changes throw you. Be prepared to make whatever changes are recommended and, above all, be in a proper mood to communicate your ideas to your audience.

In the beginning you, like most educators, won't be sure whether television is for you or not. During your first visits to the studio you will be awed and somewhat amazed by the maze of technical equipment (lights, boom, cameras, cables, properties, sets), the personnel, and the "organized confusion" that usually prevails.

You probably will not at first clearly define in your own mind the responsibilities you will have for program presentation. Nor will you be able to fit yourself into the overall picture. You will feel more at home during the second and third visits to the studio. The "organized confusion" will make more sense when some one from the studio staff explains to you the functions and responsibilities of the producer, the director, floor director, boom operator, camera man, stage hands, and others who work as a team in producing and telecasting programs. Since you are not responsible for the technical operations of the equipment in the studio, you will be able to concentrate all of your efforts in presenting your program information to your audience in as interesting a manner as possible.

Teaching by television isn't difficult for good teachers. It gets easier as you go along.

It's Not a Glamour Hunt

You must remember that educational television is not a glamour hunt, nor a show window for glamour. By this I do not mean that you shouldn't strive for quality presentations. Educational television does not differ from commercial television in this respect. *There is no substitute for quality.* Your program must be as interesting and as good – in fact even better – than other educational programs if you are to hold your audiences.

In planning quality presentations, use all of the elements of effective presentation and showmanship that you can muster. Observe others who possess such skills, and learn as you go along.

Don't try to be a Hildegarde or a Gregory Peck. The most important thing is to be yourself. Try to make your presentation as effective as possible in your own way. Make your programs visual and interesting.

Most people who view educational television programs are interested in the useful and practical information that you have to offer, but you must remember that it is easy for these same viewers to turn off the dial if your presentation isn't interesting and effective.

Some Program Types

I will not discuss in detail types of educational programs that you can present on television. Instead I would like to make some general observations about three types of programs frequently used in educational television.

Method demonstration – This is close-up television, short, to-the-point, and stripped of all distractions. For this reason it is sometimes called "table-top" television. The viewer, through the camera lens, will be within inches of what you do, closer seemingly at times to your demonstration than you are. Because you will be limited by time and space, you will want to refine the demonstration to stress the key points.

A good example of technique of the close-up is employed in the commercials associated with the Kraft Television Playhouse.

Illustrated report – Many illustrations that you can use on this type of program will be the real objects. This type of program also lends itself to the use of visual aids: title cards, art work, and both silent and sound films. Its contribution to program effectiveness determines the value of a visual aid.

Discussion – The number one essential of your discussion-type program on television is interesting personalities. This does not mean that your guest must be handsome or beautiful. Some people may not appear to be photogenic, but when given an opportunity to express their personality are impressive. The selection of suitable guests, therefore, is important.

Television producers have found that good stage settings will also improve a discussion-type program. If the discussion takes the form of an interview of one other person, the old radio rule of keeping it to five minutes or less applies. Visual aids may help, but a good discussion can be visualized to death just as good demonstrations can be talked to death.

You can use these three types of programs separately or in combination. Remember that television is a visual medium, so emphasize the showing part; keep it simple and make it visual. By doing this you will get the greatest impact.

Planning Your Program

You are probably wondering, "How do I begin?" In television as in everything else, you start with an idea. The source of that idea is your plan of work. What are you teaching, demonstrating, recommending, and talking about right now in the classroom, at PTA meetings, adult education classes, and other community groups? What are the big problems? What is happening? If you can show these things as well as talk about them, you have the beginnings of a television program.

The next step is to refine or test your program idea further by asking yourself these questions:

1. Is the subject of direct interest to my audience?

2. Can the importance of the subject to my audience be clearly shown?

3. Is it appropriate in terms of current developments, research findings, local problems, or seasons or time of the year?

4. Can it further the growth and development of the people in the community?

In other words, choose program ideas on the basis of audience needs – not solely because they are easy to present. Remember, if your program is going out over an open circuit to the homes in the community, your manner should be in keeping with the family home situation. We deal in many situations that are matter-of-fact to us, but not familiar to most family groups. Therefore, the question of good taste many times rests on how a subject is presented.

After you have decided on a subject, take time to think about what you want to accomplish on the air. Visualize your presentation. Develop a picture of the show in your mind.

Next, divide your program presentation into important steps. These steps usually coincide with some-

thing you want to show or something you want to do. Draw a vertical line down the center of a piece of paper. Outline the things you want to do or items you want to show on the left-hand side. Mark this column *video*. Outline the things you want to talk about on the right-hand side. Mark this column *audio*. This is your "rundown sheet." Be sure to list the items you have to show or the things you have to do in the same order in which you are going to talk about them. In other words, fit the two columns together.

Don't include too many ideas in one program. Also, a good visual dramatic opening will help you get the attention and interest of the viewing audience quickly. This opening will make more people want to see the rest of the program.

With the two columns of your rundown sheet properly filled out, you are ready to talk to the person at the station who is going to direct your program. Take the rundown sheet to him. He will have suggestions, corrections, and deletions. It is his job to know what the cameras can do and what they cannot do; he will also know if your plan will work, and whether or not your program will be effective. The corrected rundown sheet is the script the director will use to put your program on the air.

Next, obtain the properties, materials, equipment, and visual aids you will need. Don't overlook small details. Assemble these props and rehearse with them in the order they appear on the video side of your rundown sheet.

Remember that you are responsible for all the details of your program. Good television presentations are initiated during the planning, preparation, and rehearsal stages. At this stage you make sure all of the details are taken care of.

Know Studio Facilities

You will want to find out from your station just what their facilities are for handling visuals. The studio personnel will make suggestions that you should follow. There are, however, general rules that apply to the preparation and use of visuals on any television program.

All visuals for television should be prepared with the aspect ratio of three units high to four units wide. When developing a visual keep the message simple, and center the message area. Another good principle for you to remember is—*don't use vertical slides* or long vertical visuals. They prevent the television camera from picking up an extreme close-up without cropping parts of the content. Try to avoid extreme contrast in colors, such as black and white. White reflects light into the camera, while black and dark colors create "halos"—white lines around dark objects. Pale blue or gray backgrounds for visuals are better than white. Pastel colors are usually suitable for graphics and lettering, provided the proper contrasting background color is used.

You on Camera

"You on camera" is probably the most important technique you will have to master in presenting effective programs. This depends upon you, your manner, your actions, and your natural ability. There are many things to keep in mind which will assure effective presentation, but again I would venture to say that you are familiar with most of these principles. You probably use most of them in your teaching. Good teachers do.

1. Open your program with an interest-getter in your first 60 seconds.

2. Talk slowly—more slowly than you normally do in a classroom. Fast talk on television confuses your audience and hampers learning.

3. Consider the camera as a person. Look at the camera and talk to it when you are speaking or showing something to the viewer. Don't talk to the table; keep your chin up.

4. Avoid clutter. a) Keep visuals, equipment, and supplies out of sight until you are ready to use them. They divert attention. b) Keep props and supplies away from the front and center of attraction. They obstruct the viewer's line of sight. c) Do not wear jewelry and items of clothing that reflect light and distract from the ideas you are presenting.

5. Don't ignore obvious accidents. Explain what happened if necessary, and go on with your program.

6. Hold your visuals where the camera can get a good view of them, and hold them steady and long enough for the viewer to see—at least 30 seconds.

7. Unnecessary body movements and gestures are a sure sign of a newcomer to television.

8. Make your movements deliberate. Do not move too fast; otherwise the camera will not be able to follow you.

9. Don't look at the monitor while on camera.

10. Be careful that your hands or fingers do not hide from camera view the object you want to show.

11. Become familiar with the hand signals given by the floor director, and follow his directions carefully.

12. In a "two shot" (two people in a scene), if you are not touching you won't both be in the scene.

13. When on camera, stay on target until the floor director gives you a cue to direct your action and attention to a different spot or a

Photo from Station WKAR-TV, Michigan State College

IN THE CONTROL ROOM of the television studio are the producer, director, producer's assistant, and audio engineer. These people can help you present a good program.

different camera.

14. When sitting, be relaxed; the audience will relax with you.

15. When holding a booklet, magazine, or picture, hold it up and hold it steady so people can see and read what you are presenting.

A Formula to Follow

The important fundamentals in good program planning and presentation are summarized in the following formula. When learning to teach by television, study and practice these fundamentals. They will help you do a better job.

T–*Theme* or subject. Ought to be appropriate and of interest and value to audience.

E–*Entertaining*. Number one in getting attention and providing easy listening. We always learn more when we enjoy the learning.

L–*Lucid*. Clear and understandable, not a rambling dissertation.

E–*Enlightening*. So listener or viewer will feel that his time has been well spent and that he has learned something worthwhile.

V–*Visual aids*. Rarely a television show without them.

I–*Interesting*. Better the real thing than a substitute. Action device better than static one.

S–*Simple*. Avoid tricky gadgets or program formats.

I–*Identifiable*. The viewer should be able to recognize what he is looking at without elaborate explanation.

O–*Order*. In sense of continuity. Continuity in pictorial communication is as important as continuity in verbal communication. Audio and video go together.

N–*Natural*. Be yourself. When a person knows his subject matter, he has little to fear. Television should hold no fear for good teachers.

The Challenge to Educational TV

A few years ago educational television was solely a vision. It was a vision on two levels—one for those who like to walk among familiar workaday things, and another for those who prefer the "wide horizon's grander view."

At the pedestrian level educational television simply promised to do a number of useful things. It promised, for example, to bring better teaching into various schoolrooms; to bring constructive after-school television programs to children; to bring more and better cultural programs to those who want them; and to bring high-school and college courses into the homes for adults.

Lately a more comprehensive and realistic concept of educational television has been developed. Educational television today is seen as a national asset which can liberate millions of people from the bondage of ignorance; increase the income of workers and thus raise the prosperity of communities and the nation; invigorate the democratic process at community, state, and national levels; and open up a new national university for all to attend.

Today, this vision is valid at both levels. A new and positive educational force is being made available to millions of Americans who live within range of television transmission. You have an opportunity and responsibility to become part of the movement, for television is a way of teaching.

NORTHERN PREPARES A TV SERIES ABOUT ITS

Four Good Years

By ROBERT V. ESMOND

Radio-TV Director
Northern Illinois State Teachers College

DESPITE a blizzard, a tangle with lightning, and the temporary loss of a busload of college choir members, television programs are worth the effort. That's the consensus of students and faculty members of Northern Illinois State Teachers College, DeKalb, who prepared and presented a television series last year on WREX, a Rockford station.

Northern, first of the state-supported teachers colleges to present an educational TV series, was invited by WREX, a commercial outlet, to participate in its program schedule as a public service feature. The invitation was accepted by an enthusiastic but inexperienced college staff.

However, it is in this inexperience that there is value in reviewing Northern's TV work, for Northern's television venture will not remain unique for long. It represents the TV situation now facing some and soon to face many school groups.

Northern's public relations staff was assigned the development of the program series. College departments and administrative groups interested in the TV series (and this was nearly all departments and groups) sent volunteer representatives to a newly formed faculty committee on television. The committee's purpose was to review TV program ideas and to refer to me for development those ideas which would best meet the needs of the series.

15 Minutes a Week

Assigned a 15-minute program period every second week, Northern appreciated that nothing so elaborate as a "telecourse" could be attempted. Through the presentation of a series of representative academic activities, Northern's TV programs could convey an impression of the scope of the school's work. Good public relations, then, became the purpose of "Four Good Years," the

proposed TV series with WREX.

Certain subject areas are "naturals" for television. Art and the physical sciences are examples. Other areas—foreign languages and mathematics, as examples—lend themselves less readily to TV presentation. However, with a liberal application of imagination, no area is without potential for television programs.

"What do you want us to present?" asked one member of the TV committee. "Everything in our area would be usable," another commented. To gain direction, the TV committee agreed that a representative departmental activity, standing for all the work of that area, would make a better TV program than a departmental travelogue or a potpourri of a department's work. Be selective; avoid the shotgun approach, the group decided. With only one appearance in this initial series available to each department, departmental representatives were advised to narrow their program ideas down to one or two which told the department's story.

One Idea Presented

The fine arts department, for example, selected the ceramics area from the many fields of art work within that department. In conference with Cecil Strawn, ceramics instructor, program ideas were narrowed to the one which was used—the making of a wheel-thrown pitcher, from raw clay to finished product. All the stages in the process—especially the glazing and firing—could not be shown thoroughly. However, key phases could be explained, demonstrated, and tied to the main part of the operation—the dramatic moulding of the clay pitcher, from a lump to a final form.

From the speech correction area of the speech department came a program on stuttering. Men's physical education provided a program on the skill involved in college wrestling. (A blizzard that night made travel hazardous and presented an unexpected difficulty.) The business education department, in its program, demonstrated the uses of the electric typewriter. The mathematics division came up with a program on magic squares, an aspect of recreational math.

Bird migration was featured in the biological science department's program. (The birds did not fly the first time this program group went to Rockford. While the two students and the faculty member in charge waited for their turn before the camera, lightning struck the TV tower, knocking the station off the air for the evening. The group returned two weeks later, arms loaded as before with stuffed snowy owls and egrets, and did the program.)

The music department provided its college choir for one program. A few wrong turns were taken between DeKalb and Rockford, and the bus driver and his busload of television choristers were lost in northern Illinois. (The Rockford station is located 10 miles out of town.) After a brief scouting of nearby country roads, the bus was located and the program was presented.

The earth science staff offered a program—timed to coincide with the coming of spring—on the earth's rotation around the sun. During the summer this department presented a series of three programs on geologic and geographic features of the DeKalb-Rockford area. In cooperation with the director of placement, one program had the teacher shortage as its theme. The industrial arts department presented a program on leathercraft. Square dancing was featured in the program prepared and presented by the women's physical education department.

Once the program idea had been selected, I met with the faculty member in charge to outline what material and the amount of material to include in 13 minutes (really all the time remaining after allowing time for the opening and closing standard announcements used each week with the series). Let's use Mr. Strawn's ceramics program as an example.

Carefully Planned

Mr. Strawn selected Evie Mayer, an advanced student in ceramics, to assist him. I met with them for a "talk through," taking a rough check on timing. Some trimming was necessary. However, careful advance planning on the part of Mr. Strawn and Miss Mayer made major cuttings unnecessary.

An action outline was prepared, listing in one column the action and in an adjoining column a brief description of that action. From this rough outline the final script was prepared. With the action outline in hand, the program could be visualized in terms of camera shots.

Northern's program groups soon learned that action had to be "canned"—canned in the sense that it was preplanned and followed through faithfully. In this series, word detail was not of major importance to the program producer. If ideas were well in hand, the program commentary posed no problem. In writing the script, word detail was avoided, since we felt that it would snuff the spark of spontaniety and result in stiff rhetorical questions and memorized answers.

Outlines Followed

Much of the success of Northern's programs depended upon how well groups followed the actions they had planned and indicated in the outline script. Without this fidelity of movement, cameramen and producer cannot hope to get the most from a program.

For example, imagine that the script calls for a teacher, seated at a desk, to pick up a geography book and hold open a page that features a map. A closeup shot of the map is indicated in the script. Suddenly the teacher stands up, walks around in front of the desk and holds the book at arm's length in front of the camera. Alert cameramen might salvage this situation and prevent it from becoming chaotic. On the other hand, there's every reason to expect that the teacher's "ad lib" action will result in confusion in the studio and probably on the screen. Closeup work, the dynamic punch of a TV program, can turn into pandemonium if "actors" fail to follow through with those actions they have preplanned and indicated in the script.

Northern's groups learned to be definite with their movements, to follow their action outlines, and to offer helpful word cues on upcoming action.

Props were kept to a minimum for the ceramics program. They included a lump of clay prepared for use before the program, a potter's wheel and hand tools, several pitchers in various stages of completion, glaze materials, and a few fired, finished pieces. After four hours of program rehearsals, the program was ready. Four hours proved to be an average

amount of rehearsal time for each 15-minute program.

In the Rockford studio, this program group had time to watch several "live" programs. This watching experience proved of value to Northern's groups each week. It gave them a chance to project themselves into the spirit of TV presentation, to dispel the "butterflies," and to become accustomed to floormen and cameramen moving about taking their shots, throwing cues, and giving time signals.

The standard opening of "Four Good Years" included the series title superimposed over motion pictures of campus scenes. In the background the theme – *a capella* singing by the college choir – was heard. As the music faded, the credit card was superimposed, I read a standard introductory announcement, my camera came "hot," and the program was under way. As the host for the college series, I introduced the faculty member in charge of each program.

Minimum of Commentary

Mr. Strawn's TV program – a good and basically sound TV presentation – was carried out with a minimum of commentary. The drama of the program was inherent in the process of forming the piece, from clay to finished product, before your eyes. The soft whir of the potter's wheel, Mr. Strawn's clipped commentary, and the before-your-eyes punch of the TV camera's closeup shots made the moulding of a pitcher an exciting experience.

Miss Mayer demonstrated the forming and attaching of the pitcher's handle on a pitcher similar to the one Mr. Strawn had made. (To speed up the process, several pitchers, in various stages of completion, were prepared before the program.) Mr. Strawn demonstrated the glazing of a pitcher, and the camera eye brought the details of this step into living rooms across 25 counties of northern Illinois and southern Wisconsin.

To keep the program ending flexible–permitting stretching or cutting as time indicated–Mr. Strawn was prepared to show and comment on several finished pieces, representative samples of various pottery techniques.

Northern's "Four Good Years" television series was a stimulating experience for students and faculty alike. So far as the viewers were concerned, this note on a card from a PTA member the day after one of the programs indicates, somewhat, the general response to the TV series:

"We have placed your programs on our recommended list. Our parent group enjoys them very much and we wish we could have such worthwhile programs more often."

Mr. Strawn and all the others can testify that "such worthwhile programs" are not come by easily. From research, preparation of program materials, hours of rehearsal, and a myriad of individual responsibilities accepted and completed by students and staff members came "Four Good Years," a successful TV series. Hard work assured that success.

The television experience of Northern Illinois State Teachers College – something of a pioneer effort – will not remain unique for long. With television stations outside the metropolitan area coming to the fore across the state, other school groups will find television opportunities and challenges, through the public service activities of commercial stations, available to them. The possibilities for television programs from the schools excite the imagination. The TV opportunities are on the way and offer a vital challenge to school groups everywhere.

"MAGIC SQUARES"—a mathematics program—is presented by three Northern students and their instructor. They are, from left, Victoria Brefka, Don Lund, Bernadette Gucwa, and Herbert Miller of the college mathematics staff.

—NISTC Photos

AS THE CAMERA EYE saw the scene—a closeup of leather carving, the aspect of the crafts area featured in the TV program by Northern's industrial arts department.

Television equipment looms large in this picture of Medill School choral group.

Chicago schools are *Radio-Active*

—and television is in the picture.

By HOPE ANGEL
Editor, Illinois Education

ASK ANY of the live-wire members of the division of radio and television of the Chicago public schools. They will tell you that broadcast programs have immediacy, intimacy, and dramatic appeal. And what good teacher can't use those attributes to fine advantage in the classroom?

The division members know whereof they speak. The Chicago school system was the second in the country to operate its own FM radio station, and was the first to set up a series of educational television broadcasts for classroom use. With the advent of the new educational TV station, WTTW (Channel 11), in which the Chicago schools are a participant, even more activity can be expected.

At present the Chicago schools' Radio Council presents some 120 programs a week—most of them over its own radio station, WBEZ, during its seven-hour broadcast day Monday through Friday, but some "fed" to commercial radio and TV stations both during the school week and on Saturday. Ranging in grade level from kindergarten through college and adult education, the programs constitute a real "speaking library" from which teachers may choose what they wish to supplement their classroom instruction.

In addition to producing programs for classroom and general use, the council prepares handbooks for many of them, to help the teacher in her utilization of the material in the classroom; it conducts workshops to train high-school students in radio and TV acting, writing, and engineering; it acts as a clearing agency for school participation in other programs; it produces in-service filmstrips and films to interpret the schools to the public; and it repairs, services, and recommends electronics communications equipment (radio and TV sets, tape recorders, etc.) for all schools.

All the schools in the system are equipped with radio receivers, and about 10 percent of them have television sets. The others have been asked to earmark and save funds so that in about two years all will have TV.

It Began With a Polio Epidemic

The Chicago schools discovered radio in 1937. A polio epidemic delayed the opening of school for two months, and lessons were presented in the press and over commercial radio stations. Radio proved its value as an educator during this emergency experiment, and it was agreed that the greatest good could come if radio were set up as an integral part of the school system. A director of radio was appointed, staff members were selected from the schools, and programs—at first just for general listening—were presented over local Chicago stations. In the spring of 1938 a group of five programs —on literature, story-telling, and science—were organized for use in school time. The need for trained personnel in educational radio and for studios for exclusive use of the school programs became apparent. With these provided, 10 programs were made ready that fall for classroom use. A teachers institute in the use of radio had been presented that summer. (These conferences were held annually until two years ago; the council hopes to start them again.)

In 1940 came frequency modulation, promising noiseless reception and inexpensive operation. The Chicago public schools were granted one of the wavelengths set aside for educational use. This made it possible to present radio material for classroom use throughout the school day.

The Radio Council, which began with one desk and a staff of two, now has a staff of 21. Main studios and offices are in the board of education headquarters building. Auxiliary studios, music library, news room and transmitter are located in another loop building. The council operates station WBEZ; produces motion picture film, both sound and silent, for television and other uses; produces filmstrips for in-service training and interpretation of the school system to the public; and builds radio and television programs on general school activities and information for use on other local radio and television stations.

What kinds of programs are presented by and for Chicago schools? To begin with, the programs for classroom use are "supplementary" rather than "direct teaching." They are "utilization-centered"—thoughtfully planned to supplement the course of study at a particular grade level and to offer possibilities for use in many different ways. One teacher may decide to use a given program for vocabulary study; another to "springboard" discussion, motivate creative art expression, give training in listening, stimulate library reading and reference, or provide a basis for committee activities.

Programs Planned for Specific Grade Levels

There are programs for every grade level in many different subject areas. For instance, "Bag of Tales," for kindergarten and primary grades, tells character education stories; "*Visitons Mimi*" is a French language series for elementary grades and "*Voici la France*" is a high-school French program; "Americans to Remember" gives examples in citizenship for upper elementary and high-school students; "Open Your Eyes" is nature study for primary grades; "Play It Safe" gives safety facts and stories for elementary grades; "Heritage of the Free" is conservation study for upper elementary and high school; "Careers in Chicago" is vocational guidance for high school; "Curtain Going Up" gives scenes from great plays for high school and college.

Newscasts, especially prepared for school use, are broadcast daily.

In addition to programs which supplement the courses of study, programs of general and administrative interest are broadcast, such as the "Superintendent's Bulletin;" "Educational Progress;" PTA programs; and others. Student participation programs, such as "Leaders for Tomorrow," "Battle of Books" (a book quiz), and programs commemorating special days are also carried.

Station WBEZ releases several of the WLS Schooltime programs as well as two network news commentators each day. The Radio Council prepares and participates in many Saturday morning programs, including "Quizdown," "Prep Sports," "Junior Junction," and "Citizens of Tomorrow." A "College of Today" series over WIND each evening Monday through Friday is intended for adult education and general audience listening.

GEORGE JENNINGS (above), director of the division of radio and television of the Chicago public schools, is a busy man.

CENTRAL RADIO WORKSHOP (above) gives training to interested high-school students in radio and TV acting, writing, engineering.

"BATTLE OF BOOKS," the oldest children's radio quiz in Chicago, recently celebrated its 15th anniversary. It appears on station WBEZ.

TV programs have included "Learning Brings Adventure," over WGN-TV on Thursday afternoon; "Quizdown" over WBKB-TV (also over radio station WJJD) at noon on Saturday for upper elementary grade viewing; and "Choose Your Career" on station WBBM-TV on Saturday afternoon for high-school viewing. During a five-minute break in the "Quizdown" show a film on school activities is shown.

An advance resume of program series for the entire semester is sent to the schools, and is followed by weekly program bulletins. Changes of special interest to teachers and students are noted in the *Superintendent's Bulletin*. Teachers handbooks are distributed on order to each school at the beginning of each semester. Schools are asked to send in their listening schedules, and to fill out sheets evaluating the programs they use. If a teacher wishes to use a program at a time other than when it is presented, she may have it tape-recorded for playback.

A typical broadcast handbook gives the dates and program titles for the entire series, a resume of each program, and utilization suggestions (discussion, library reference, class activities, evaluation, supplement, glossary of terms). In addition numerous leaflets giving general suggestions are distributed by the council.

One "general" suggestion is for carry-over of broadcast presentation techniques to make both after-the-broadcast utilization and other classroom procedures dynamic, live, and attention-getting. A tin can on a broomstick or a wooden lollipop with a rope extension cord will equip a class roving reporter; homemade TV cameras and dollies can add an exciting touch to a "TV-English" course. Interview techniques, "newscasts," "quiz panels," script writing, spot announcements, and singing commercials can all be put to use. Studio visits can give a better understanding of radio and TV.

Workshop Students Present Programs

Interest kindled in activities like these may later bring high-school students to try out for the Central Radio Workshop. Auditions are held each week, and those who survive (and have the permission of their principal and parents) come to the council studios one evening a week for radio work under the supervision of Radio Council staff members. Actors, producers, writers, advertising men, station representatives, program directors, engineers, and other industry representatives have addressed the workshop members. And all dramatic productions of the Radio Council—those on stations WJJD and WIND as well as on WBEZ—are presented by students from the high schools. "Graduates" of the workshop have gone on to good jobs in commercial radio and TV.

The director of the myriad activities of the division of radio and television is George Jennings, a former commercial radio man who came with the Chicago board in 1936 to write one series of scripts and is still there. His assistant, Mrs. Elizabeth Marshall, is another "man who came to dinner," having been called in "temporarily" a few years ago because she was doing such a good job with radio in her classes.

Mr. Jennings was president of the Association for Education by Radio for a number of years, and is now

business manager of the organization, whose journal is published in Chicago.

Asked for advice for other school systems planning to use radio and TV, he offered these points:

"There must be one person in a school system who is responsible. Every principal and teacher can't be running to the station. There must be central clearing.

"This kind of activity need not be extravagant. You can do a simple radio program without involving the entire system. Nine times out of 10 a simple straightforward program will be far superior to a production number. But it should be well rehearsed and tell a story.

"Student training in radio and television is terrifically important. In fact, the industry thinks it is so important that they asked me to prepare a bulletin mailed to all radio stations in the United States. There is an opportunity for the local stations to give professional direction to the young people.

"It is important to bring to the community the problems and needs of the school, and to bring the needs of the community to the schools.

"The best use of these media public-relations-wise," he concluded, "is to do the best education job on them."

Although TV is wonderful for showing "how to," he said, "don't ever sell this medium of radio short. In many ways radio can do things TV can't, and vice-versa. Radio is the quickest, fastest, easiest method."

In a release called "The Place of Radio in the Classroom," Mr. Jennings said some things which are just as true of TV:

It Depends on Producer and Teacher

"Radio in any school system may be one of two things: a vital, dynamic teaching method, or just another time-killer in the classroom. Whether radio will be the former or the latter depends, first, upon the program-producing unit, and, second, upon the teacher. If radio programs for classroom use are produced willy-nilly, without consideration of the educational needs of the classroom, and if the teacher tunes in the program 'just to be listening,' radio in any school system is likely to be difficult to justify. . . .

"The teacher must know more about the radio program than that it will be on the air. He should have, some weeks in advance, a resume of the broadcast with suggested preparatory material and suggested follow-up material. The teacher need not listen to every program on the air, nor even to every program in a series. He must be selective. . . .

"Whether good use is made of radio in the classroom depends upon the vitality and imagination of the people responsible for the program, the information these people get to the teacher about the program in time for him to use it, and, as with all aids to teaching, the imagination and skill of the teacher in the classroom. Radio will not cure all teaching ills, but it has proven to be a powerful stimulus to the learning process when planned, written, and produced by *radio educators* for use in specific grade levels and subject area by skillful, imaginative teachers."

THE DRAMA of grade-school graduation made good TV watching when actual ceremony for Ogden School was held in the studios of WGN-TV, and cameras followed reactions of both students and relatives.

SOUND MOTION PICTURE of Benjamin C. Willis, general superintendent is taken by Radio Council cameraman and engineer for use on local television stations.

Study Unit
Vol. 17, No. 5

Know your Teacher Tenure Law

It provides an orderly procedure for dismissal when there is cause. It does not protect the incompetent.

By W. STEWART WILLIAMS
IEA Field Assistant

THE RIGHT of a teacher, employed in Illinois, to continuous employment in a school district subject to certain conditions is guaranteed in the teacher tenure law. Teachers and lay people should familiarize themselves with the provisions and purposes of the law.

Previous to 1941, the year the teacher tenure law was enacted by the General Assembly and signed by Governor Green, many teachers and sometimes the majority of a school faculty were dismissed from their positions for reasons which were political, partisan, capricious, or purely personal or malicious. This condition was recognized by the court (in 336 Illinois Appellate 448) in answer to a question regarding the need for the tenure law.

The Illinois Education Association, recognizing the need for a law to provide an orderly procedure for the dismissal of a teacher for cause, carried on research with states which at that time had tenure laws. The 1941 teacher tenure law and its subsequent amendments are the result of that research. The Illinois Association of School Boards assisted in securing the passage of this legislation in the General Assembly.

The court in 336 Illinois Appellate 448 summarized the purposes of the tenure act as follows: "Undoubtedly the objects here to be attained by the legislature in passing the teacher tenure act were to improve the school systems by assuring to teachers of experience and ability a continuance of service and a rehiring based upon merit but reserving in the board of education the right to have a two-year (or sometimes a three-year) period to adjudge of any teacher's character and qualification before contractual continued service status was acquired and the right to dismiss or refuse to rehire a teacher for good cause."

The Courts Have Supported It

Several important points of the tenure law have been tested in the courts of Illinois. Thus far no arguments presented have been of sufficient strength to rule the point being tested unconstitutional. Although there are other points of the tenure law which have not been tested, the fact that the courts have supported the provisions of the present law would indicate that the law is well written from the legal standpoint.

Dismissal for cause requires that proof in the form of factual data be presented against the teacher. If such data can be presented and the teacher cannot refute the charges, then the teacher can and should be dismissed.

Approximately three-fourths of the states provide tenure for teachers.

School Employees Protected

Section 24-2 (the tenure section) of the School Code states, "As used in this and the succeeding sections of this article 'teacher' means any or all school district employees regularly required to be certified under laws relating to the certification of teachers, 'board' means board of education or board of school inspectors."

Teachers under boards of directors (three members) are *not* included under Section 24-2, which grants contractual continued-service status after a probationary period. Such teachers *may* be given three-year contracts after a probationary period of two consecutive years in the district. Any board-of-director teacher is entitled to a written notice on or before April 25 of the year in which his contract expires, stating whether or not he is to be re-employed. If the teacher is not to be re-employed, reasons must be given for such action.

Chicago teachers do not come under the provisions of the downstate tenure law, but acquire continued-service status under a different section of the School Code. It has long been the belief of the IEA that principals and superintendents are included under the provisions of the tenure law. The 1951 certification law amendments strengthened this belief. The tenure law includes any teacher or supervisor holding a certificate valid for the position held by that person. A substitute teacher could come under the provisions of the tenure law if such a teacher holds a valid certificate and teaches full-time for two consecutive school terms.

Boards of education cannot circumvent the tenure law by classifying a full-time teacher as a "substitute."

If a tenure teacher is called into military service, the teacher employed to replace the one in military service does not acquire continued service status. School boards employ-

ing such replacement teachers should notify them to this effect. Upon the return of the tenure teacher from military service he shall be offered employment for which he is qualified.

Probationary Period

Any new teacher in a school district in Illinois starts what is known as the probationary period. Probation means "serving for trial." This trial period starts with the opening of school in the fall of the first year and closes at the end of the second consecutive term of full-time service. A teacher with less than one term of previous full-time teaching experience may be required to serve three consecutive terms of probation if this teacher is given written notice to that effect at least 60 days before the end of the second term.

At the end of the first school term of probationary service, the law does not require that the teacher be given a notice of dismissal or re-employment. However, where teachers are to be dismissed at this time, boards of education or school inspectors have generally adopted the policy of giving notice to the teacher. If the probationary teacher has not received a new contract or notice of re-employment within a reasonable length of time before the first term of teaching expires, the teacher should, in order to clarify his status, request a contract for the next school term. At the close of the second consecutive school term, if the teacher has not received a letter of dismissal stating the specific reason or reasons therefor, sent by registered mail by the employing board at least 60 days before the end of such period, the teacher shall enter upon contractual continued-service status.

In the Donahoo court case (413 Illinois 422), the court said that even though a teacher at the end of probation did not have legal recourse in case of dismissal, reasons had to be given. The court also stated that dismissal without reasons would undermine the morale of other teachers on the staff.

During the probationary period the teacher should be visited periodically by his supervisor. Such visits should culminate with a conference of the teacher and the supervisor at which time any remediable cause for dismissal should be made known to the teacher with suggestions as to how such cause could be removed.

If at all practical, no teacher should be allowed to enter upon a continued-service status who is not satisfactory.

Continued-Service Status

Once a teacher acquires continued-service status in a school district, a formal contract between the teacher and the board of education or school inspectors is not necessary. In 413 Illinois 422 the court said that a tenure teacher need not accept or reject a new contract.

Many boards of education do give their teachers a notice of conditions of employment for the coming school year at least 60 days before the close of the school term. Such a notice states the salary for the next school term, length of term, opening date, and, if possible, any change in the duties of the teacher. The notice may also request that the teacher state whether or not he intends to continue in his position. Such notices are not mandatory by law, and if a teacher receives no such notice he may regard his position as unchanged.

A tenure teacher may be transferred to any position for which the teacher is qualified in the district. If a new assignment is made to a tenure teacher which may be regarded as a demotion and is accompanied by a reduction in salary without notice or hearing, the assignment is not legal; nor is demotion legal if it can be established that the real motive is removal from employment in the district (327 Illinois Appellate 338). The board of education or school inspectors may withhold salary increment from a tenure teacher even though salaries of other teachers with similar qualifications and duties are increased.

In order to terminate the tenure status of a teacher the following steps should be taken by the board of education:

1. The teacher should be warned that such action is being considered by the board of education or school inspectors, and if the cause is remediable time should be granted to the teacher to remove the cause.

2. If the teacher fails to remove the cause, the board shall approve the dismissal of the teacher by a majority vote of all members, and shall state specific cause or causes therefor.

Sections 6-36 and 7-16 of the School Code lists the following legal reasons for dismissal: "Incompetence, cruelty, negligence, immorality, or other sufficient cause . . . not qualified to teach . . . the interest of the school require it." Since the tenure act is subject to other provisions of the School Code, it is possible that a teacher might be dismissed for failure to submit evidence of physical fitness and continued professional growth as is required by reasonable rules and regulations of the school board (Section 22-5 of the School Code).

3. Such board action shall be a part of the board minutes along with the aye and nay vote of each member of the board of education or school inspectors.

4. A dismissal notice shall be presented to the teacher at least 60 days before the end of the school term, stating the reasons therefor.

The teacher having legally received such a notice shall have 10 days in which to decide if the reasons stated in the dismissal notice are justified. Should the teacher decide the reasons stated are not based upon fact, he may send to the board of education before the 10-day period expires a request for a formal hearing before that body.

IEA Procedure in Tenure Cases

The Illinois Education Association has an adopted policy in regard to the handling of tenure cases referred to it for assistance.

1. The teacher involved in a tenure case and seeking assistance from the IEA must be a member of the association, and must send in writing to the state headquarters at 100 East Edwards Street, Springfield, a request for a formal investigation.

2. Each of the 18 divisions of the IEA has a division tenure committee. The division in which the teacher seeking help teaches is notified of the request from the teacher, and one or more members of this division's tenure committee are selected to assist with the investigation.

3. Two staff members from the state IEA office make arrangements to meet the division members of the committee in the town where the teacher involved is teaching. Arrangements for the investigation are made in advance with all persons who are interested in the particular

(Continued on page 187)

69th General Assembly

SIXTY-NINTH GENERAL ASSEMBLY.

Summary.

Party.	Senate.	House.	Joint Ballot.
Republican	32	79	111
Democrat	19	74	93

Majority.

Senate, Republican	13
House, Republican	5
Joint, Republican	18

STATE SENATORS.

(Term four years.)

(Senators in even numbered districts were elected November 4, 1952; those in odd numbered districts were elected November 2, 1954. Republicans, 32; Democrats, 19.)

Dist.	Name, Politics and Address.
1	Fred B. Roti, Dem. 2604 S. Wentworth Ave., Chicago.
2	Frank Ryan, Dem. 1307 S. California Blvd., Chicago.
3	Fred J. Smith, Dem. 3442 S. Wabash Ave., Chicago.
4	Donald J. O'Brien, Dem. 1162 W. Garfield Blvd., Chicago.
5	Marshall Korshak, Dem. 5555 S. Everett Ave., Chicago.
6	W. Russell Arrington, Rep. 606 Forest Ave., Evanston.
7	Arthur J. Bidwill, Rep. 1403 Bonnie Brae, River Forest.
8	Robert McClory, Rep. Lake Bluff.
9	William J. Lynch, Dem. 3622 S. Wallace St., Chicago.
10	Charles W. Baker, Rep. Davis Junction.
11	A. L. Cronin, Dem. 9550 S. Winston Ave., Chicago.
12	Marvin F. Burt, Rep. 1115 S. Benson Blvd., Freeport.
13	Daniel Dougherty, Dem. 1957 E. 93rd St., Chicago.
14	Merritt J. Little, Rep. 227 S. Elmwood Dr., Aurora.
15	Frank J. Kocarek, Dem. 1720 S. Loomis, Chicago.
16	Rollie C. Carpenter, Rep. Ancona.
17	Roland V. Libonati, Dem. 925 S. Halsted, Chicago.
18	Clyde C. Trager, Rep. 2510 N. Sheridan Rd., Peoria.
19	John J. Gorman, Dem. 4109 W. Van Buren St., Chicago.
20	Victor McBroom, Rep. 983 S. Washington Ave., Kankakee.
21	William G. Clark, Dem. 5258 W. Van Buren, Chicago.
22	John P. Meyer, Rep. 1314 Franklin St., Danville.
23	Benedict Garmisa, Dem. 3330 W. Potomac Ave., Chicago.
24	Everett R. Peters, Rep. St. Joseph.
25	Robert J. Graham, Dem. 1819 N. Natchez Ave., Chicago.
26	David Davis, Rep. 1112 E. Monroe St., Bloomington.
27	Daniel D. Rostenkowski, Dem. 1372 W. Evergreen Ave., Chicago.
28	Elbert S. Smith, Rep. 510 Siegel St., Decatur.
29	William J. Connors, Dem. 232 E. Walton, Chicago.
30	Egbert B. Groen, Rep. 3 Rosewood Lane, Pekin.
31	Robert E. Cherry, Dem. 924 W. Castlewood Terrace, Chicago.
32	T. Mac Downing, Rep. 409 E. Carroll St., Macomb.
33	Morris E. Muhleman, Rep. 215 15th St., Rock Island.
34	Robert W. Lyons, Rep. E. Main St., Oakland.
35	Dennis J. Collins, Rep. 549 Northern Lane, DeKalb.
36	Lillian E. Schlagenhauf, Rep. 418 S. 18th St., Quincy.
37	Frank P. Johnson, Rep. 814 S. Chestnut, Kewanee.
38	W. P. Cuthbertson, Rep. 204 College St., Carlinville.
39	Fred J. Hart, Rep. 612 Tyler, Streator.
40	Lloyd E. Davis, Rep. R. F. D., Morrisonville.
41	Lottie Holman O'Neill, Rep. 741 Summit St., Downers Grove.
42	Dwight P. Friedrich, Rep. 1031 E. Broadway St., Centralia.
43	Albert Scott, Rep. 656 N. Main, Canton.
44	R. G. Crisenberry, Rep. 328 N. 11th St., Murphysboro.
45	George E. Drach, Rep. 1524 Noble Ave., Springfield.
46	Paul W. Broyles, Rep. 18th and Franklin, P. O. Box 139, Mt. Vernon.
47	James O. Monroe, Dem. 600 Walnut Dr., Collinsville.
48	William F. "Bill" Hensley, Rep. 1006 Lexington St., Lawrenceville.
49	James W. (Jim) Gray, Dem. 1406 N. 44th St., E. St. Louis.
50	Homer Butler, Rep. 701 S. Buchanan St., Marion.
51	Glen O. Jones, Rep. R. R. No. 1, Raleigh.

REPRESENTATIVES.

(Term two years.)

(Elected November 2, 1954. Republicans, 79; Democrats, 74.)

Dist.	Name, Politics and Address.
1	Ernest A. Greene, Rep. 2725 S. Calumet Ave., Chicago.
	Corneal A. Davis, Dem. 3223 S. Calumet Ave., Chicago.
	Robert E. Romano, Dem. 1142 S. Michigan Ave., Chicago.
2	James J. Adduci, Rep. 2250 W. Jackson Blvd., Chicago.
	James J. Ryan, Dem. 1611 W. Jackson Blvd., Chicago.
	Sam Romano, Dem. 1418 S. Fairfield Ave., Chicago.
3	William H. Robinson, Rep. 601 E. 36th St., Chicago.
	George (Garry) Noonan, Dem. 3020 S. Parnell Ave., Chicago.
	James Y. Carter, Dem. 3842 S. Parkway, Chicago.
4	Michael A. Ruddy, Rep. 1700 W. Garfield Blvd., Chicago.
	Frank J. Smith, Dem. 4549 S. Emerald Ave., Chicago.
	Theodore A. Swinarski, Dem. 2802 W. 46th St., Chicago.
5	Noble W. Lee, Rep. 5541 S. Woodlawn Ave., Chicago.
	Charles M. Skyles, Dem. 4714 S. Champlain Ave., Chicago.
	Kenneth E. Wilson, Dem. 4528 S. Parkway Blvd., Chicago.
6	William E. Pollack, Rep. 1511 W. Byron St., Chicago.
	Erwin L. Martay, Rep. 2045 W. Arthur Ave., Chicago.
	Charles H. Weber, Dem. 2924 N. Southport Ave., Chicago.
7	Bernice T. Van Der Vries, Rep. 439 Maple Ave., Winnetka.
	Arthur W. Sprague, Rep. 345 S. Spring Ave., LaGrange.
	Joseph J. Lelivelt, Dem. 1231 S. 15th Ave., Maywood.
8	A. B. McConnell, Rep. R. R. 2, Woodstock.
	W. J. Murphy, Rep. Petite Lake, Antioch.
	Jack Bairstow, Dem. 224 Ash St., Waukegan.
9	Hector A. Brouillet, Rep. 3532 S. California Ave., Chicago.
	Lillian Piotrowski, Dem. 2845 W. 24th Blvd., Chicago.
	John G. Fary, Dem. 3558 S. Honore St., Chicago.
10	David Hunter, Jr., Rep. R. R. No. 4, Rockford.
	Mabel E. Green, Rep. 1436 W. State St., Rockford.
	William Pierce, Dem. 305 S. Hunter Ave., Rockford.
11	Walter Babe McAvoy, Rep. 6039 S. California Ave., Chicago.
	Michael E. Hannigan, Dem. 6646 S. Honore St., Chicago.
	Michael H. McDermott, Dem. 6835 S. Wolcott Ave., Chicago.
12	Franklin U. Stransky, Rep. 139 Park St., Savanna.
	Harold W. Widmer, Rep. Park Blvd., Freeport.
	John K. Morris, Dem. Chadwick.
13	Edward Schneider, Rep. 8612 S. Ingleside Ave., Chicago.
	John G. Ryan, Dem. 1530 E. 83rd Pl., Chicago.
	Henry M. Lenard, Dem. 8111 S. Colfax Ave., Chicago.
14	Maud N. Peffers, Rep. 815 LaFayete St., Aurora.
	J. Lisle Laufer, Rep. Hampshire.
	Leon M. Schuler, Dem. 270 High St., Aurora.
15	Thomas J. Curran, Rep. 2011 S. Ashland Ave., Chicago.
	Joseph G. Kohout, Dem. 1314 W. 19th St., Chicago.
	Mitchell Ropa, Dem. 1710 W. 21st St., Chicago.
16	William C. Harris, Rep. R. R. 4, Pontiac.
	Dean McCully, Rep. 401 Maple Ave., Minonk.
	James P. Lannon, Dem. Saunemin.
17	Peter C. Granata, Rep. 1025 S. May St., Chicago.
	Andrew A. Euzzino, Dem. 917 S. Blue Island Ave., Chicago.
	Anthony J. DeTolve, Dem. 627 S. Carpenter St., Chicago.
18	August C. Grebe, Rep. 1218 Norwood Ave., Peoria.
	Robert L. Burhans, Rep. 10 Montclair Ave., C.M.R. 77, Peoria.
	James D. Carrigan, Dem. 3 S. Gate Rd., Peoria.
19	Frank A. Marek, Rep. 5300 W. 31st St., Cicero.
	Benjamin Nelson, Dem. 1230 S. Independence Blvd. Chicago.
	Frank C. Wolf, Dem. 4046 W. 26th St., Chicago.
20	Samuel L. Martin, Rep. 324 Coney Ave., Watseka.
	Louis Ernest Beckman, Rep. 8 Chatham Circle, Kankakee.
	Samuel H. Shapiro, Dem. 1300 Cobb Blvd., Kankakee.
21	Louis F. Capuzi, Rep. 2554 W. Superior St., Chicago.
	Nicholas E. Caruso, Dem. 712 N. Monticello, Chicago.
	Robert Cutro, Dem. 1460 W. Ohio St., Chicago.
22	Clarence G. Hall, Rep. 28 N. Sandusky St., Catlin.
	M. R. (Bob) Walker, Rep. 28 E. Raymond Ave., Danville.
	Robert (Bob) Craig, Dem. Indianola.
23	Walter J. Reum, Rep. 232 N. Ridgeland Ave., Oak Park.
	Stanley A. Halick, Dem. 1216 N. Maplewood Ave., Chicago.
	Richard A. Napolitano, Dem. 1057 N. Sacramento Ave., Chicago.
24	Charles W. Clabaugh, Rep. 901 W. Daniel St., Champaign.
	Ora D. Dillavou, Rep. The Meadows, Urbana.
	Leo Pfeffer, Dem. Seymour.
25	Elroy C. Sandquist, Rep. 4259 N. Mozart St., Chicago.
	Stanley R. Kosinski, Dem. 5544 W. Leland Ave., Chicago.
	Robert L. Massey, Dem. 1948 N. Nashville Ave., Chicago.
26	Homer Caton, Rep. Stanford.
	Ben S. Rhodes, Rep. 1211 Broadway, Normal.
	Joe W. Russell, Dem. Piper City.
27	Louis Janczak, Rep. 1315 N. Bosworth Ave., Chicago.
	John P. Touhy, Dem. 1012 W. Monroe St., Chicago.
	Edward J. Shaw, Dem. 1120 W. Fry St., Chicago.
28	Barrett F. Rogers, Rep. Atlanta.
	David M. Peters, Dem. 824 E. Clay, Decatur.
	Robert W. McCarthy, Dem. 555 11th St., Lincoln.
29	Paul J. Randolph, Rep. 201 E. Walton St., Chicago.
	Joseph L. De La Cour, Dem. 185 E. Chestnut St., Chicago
	George W. Dunne, Dem. 14 E. Chestnut St., Chicago.
30	J. Norman Shade, Rep. 415 Haines Ave., Pekin.
	C. R. (Butch) Ratcliffe, Dem. 1407 Jefferson St., Beardstown.
	George L. Saal, Dem. 360 Court St., Pekin.
31	Albert W. Hachmeister, Rep. 423 W. Barry, Chicago.
	Harry D. Lavery, Rep. 818 Gunnison, Chicago.
	Kenneth R. Wendt, Dem. 666 Irving Park Rd., Chicago.
32	Rollo R. Robbins, Rep. Augusta.
	Robert T. McLoskey, Rep. 323 S. 8th St., Monmouth.
	Everett L. Falder, Dem. 1204 E. Carroll St., Macomb.
33	Ralph Stephenson, Rep. 1020 23rd St., Moline.
	*Hazel A. McCaskrin, Rep. 2501 12th St., Rock Island.
	Richard Stengel, Dem. 2101 29½ St., Rock Island.
34	John W. Lewis, Jr., Rep. R. R. No. 2, Marshall.
	Dr. M. E. Lollar, Rep. 115 E. Ensey, Tuscola.
	W. K. "Bill" Kidwell, Dem. 1403 Charleston Ave., Mattoon.
35	George S. Brydia, Rep. 105 W. 3rd, Prophetstown.
	Charles K. Willett, Rep. 218 Brinton Ave., Dixon.
	Hubert D. Considine, Dem. 521 S. Ottawa, Dixon.
36	George W. Wilson, Rep. Baylis.
	H. B. Ihnen, Rep. 2334 Maine St., Quincy.
	Carl H. Wittmond, Dem. Brussels.
37	Joseph R. Peterson, Rep. 1309 S. Main, Princeton.
	Orville G. Chapman, Rep. Bradford.
	Tobias (Toby) Barry, Sr., Dem. Ladd.
38	Pauline B. Rinaker, Rep. Carlinville.
	William (Bill) Lyons, Dem. 501 E. Elm St., Gillespie.
	Charles Ed. Schaefer, Dem. 208 E. Union St., Nokomis.
39	Carl W. Soderstrom, Rep. 1011 Riverside Ave., Streator.
	Clayton C. Harbeck, Rep. R. F. D. No. 2, Utica.
	Joseph P. Stremlau, Dem. R. R. 2, Mendota.
40	Clarence E. Sprinkle, Rep. R. R. 1, Assumption.
	Carl H. Preihs, Dem. 620 Kitchell Ave., Pana.
	Edward C. Eberspacher, Dem. 219 N. Washington St., Shelbyville.
41	Warren L. Wood, Rep. 736 Bartlett Ave., Plainfield.
	John M. King, Rep. 628 E. Prairie, Wheaton.
	Francis J. Loughran, Dem. 1220 Sterling Ave., Joliet.
42	Joseph B. Stemer, Rep. Teutopolis.
	Warren O. Billhartz, Rep. New Baden.
	Edwin R. Haag, Dem. Breese.
43	Richard R. "Dick" Larson, Rep. 694 Bateman St., Galesburg.
	Paul C. Zempel, Rep. 427 E. Euclid Ave., Lewistown.
	Martin P. Sutor, Dem. R. R. 1, Galesburg.
44	Dr. Thos. J. Thornton, Rep. 457 Holmes St., Chester.
	G. R. "Bob" Beckmeyer, Rep. 509 W. St. Louis St., Nashville.
	Dean R. Hammack, Dem. 14 W. Water, Pinckneyville.
45	Hugh Green, Rep. 711 W. Douglas Ave., Jacksonville.
	G. William Horsley, Rep. R. R. 3, West Lake Dr., Springfield.
	Allen T. Lucas, Dem. 2216 Whittier Ave., Springfield.
46	Claude D. Travers, Rep. 323 E. Cherry, Olney.
	S. O. Dale, Rep. 307 S. E. 4th St., Fairfield.
	Clyde Lee, Dem. 818 Pace, Mt. Vernon.
47	Ralph T. Smith, Rep. 3654 Berkeley Ave., Alton.
	Lloyd "Curly" Harris, Dem. 1704 Delmar Ave., Granite City.
	Paul Simon, Dem. Market St., Troy.
48	Herschel S. Green, Rep. R. R. 1, West York.
	Garrel Burgoon, Rep. 611 11th St., Lawrenceville.
	Paul A. Ziegler, Dem. 709 N. 2nd St., Carmi.
49	Otis L. Miller, Sr., Rep. 413 S. Virginia Ave., Belleville.
	Frank Holten, Dem. 4114 St. Louis Ave., East St. Louis.
	Alan J. Dixon, Dem. 135 Orchard, Belleville.
50	John E. Miller, Rep. Tamms.
	Clyde L. Choate, Dem. 609 S. Main, Anna.
	Bert Baker, Jr., Dem. 600 N. Madison St., Benton.
51	W. O. Verhines, Rep. Vienna.
	Gordon E. Kerr, Rep. Brookport.
	Paul Powell, Dem. Vienna.

*Deceased.

KEEP

THIS LIST

FOR

REFERENCE

THE Teachers College Board has approved a combined educational operations budget of $20,147,971* for the state colleges at Charleston, DeKalb, Macomb, and Normal. This is the amount which will be needed to operate these schools during the 1955-57 biennium. It represents a 24 percent increase over the 1953-55 budget, chiefly because of the rapid enrollment growth experienced by the teacher-training schools during the past two years. The enrollment increase was 12.7 percent last year and 20 percent this year.

The board has also requested approximately $10,000,000 to be used for capital improvements on the four campuses. This sum would erect, or help erect, four buildings at Northern Illinois State Teachers College, DeKalb; two at Illinois State Normal University, Normal; two at Eastern Illinois State College, Charleston; and two at Western Illinois State College, Macomb. Minor additions and rehabilitation are included. Many of the buildings asked for have been needed for 20 years or more, and in many cases, as the pictures on these pages illustrate, the need is now crucial.

*This figure includes the sum of $1,291,680 which the schools expect to receive as income from fees and auxiliary enterprises.

The State Budgetary Commission will review these budgets before they go to the 69th General Assembly for enactment of necessary appropriations legislation. People who know the problems of Illinois' teacher-preparatory institutions best are convinced that the General Assembly should appropriate the full amount of the operating and building budgets as approved by the Teachers College Board. The articles which follow show that the teachers college budgets are sound, that they are conservative, and that they cannot be cut without crippling the teacher-education program of the state of Illinois.

Teachers Colleges Have Bigger Enrollment, Need More Money

Board approves request for 20 million dollars.

Dr. Paul Street, president of the Illinois Education Association, says in an article which appeared in the December, 1954, *Education Today:*

". . . the links *now* being broken in the chain of the entire education program are in the elementary schools and in teacher education. Every resource that can be spared from maintaining the over-all program of education as it is should be turned now to meeting the problems *at these two points* without any reservation.

". . . if ever there was a time in history when the teachers colleges have a right to every support that Illinois can give them, that time is now!"

Eastern Keeps Operating Budget Low; Needs Lab School and Dorm

By STANLEY ELAM
Public Relations Director, EISC

This year the teachers colleges of the nation noted a gratifying surge of interest in teaching as a career, an interest expressed by greater freshmen enrollments everywhere.

Eastern Illinois State College experienced the largest increase of freshmen recorded at any teachers college of the central midwest, according to a survey made among colleges of similar nature in Illinois and adjoining states. Freshman enrollment at Charleston jumped from 507 in 1953 to 759 in 1954, an increase of nearly 50 percent. The total enrollment increase was 32 percent over last year, from 1223 to 1605.

Expect Increase to Continue

These increases promise to continue until total enrollment may well be 2000 by 1957, particularly if student housing can be provided. Yet Eastern's budget request for operating expenses shows the smallest increase of any of the Illinois teachers colleges. The 1953-55 biennium appropriation was $3,268,778. The proposed budget for 1955-57 is only $3,801,632, a 13.2 percent increase over 1953-57. Most of this increase would be used to meet requirements of the new salary schedule adopted for all state-supported teacher-training colleges. The new schedule was adopted in order to maintain the quality of academic staffs.

Eastern has asked for no increases in funds for contractual services, travel, commodities, printing, equipment, refunds, or contributions—categories in which the other colleges are asking for increases ranging from 4.8 percent up to 117 percent.

Training School Commitment

For three years most of Eastern's Elementary Laboratory School classes totaling some 260 students in grades one through eight have been housed in what was once a wartime ammunition building at Illiopolis.

—EISC Newsphoto

"MODEL LABORATORY SCHOOL" at Eastern Illinois State College is a former wartime ammunition building with a concrete-block addition—a symbol of discredit to teacher education.

While ingenious use of cheap modern materials has made the building more or less comfortable, Eastern can hardly say to school people of the area that it is a "model" school. There was a day when the campus school, in which hundreds of students have had their first teaching experience, was called "The Model School."

The old Training School Building on Eastern's campus, considered a structural and fire hazard for several years, has been remodeled and is scheduled eventually to house college classes which spill over from Old Main. This year Eastern State High School occupies the building. Next year Eastern State High will be disbanded and the upper three classes transferred to the new Charleston Community Unit High School, which will provide practice-teaching opportunities for college students under a plan worked out between the Teachers College Board and the community unit board.

No. 1 Project

A part of the cooperative plan calls for a laboratory school on the Eastern campus to provide schooling from kindergarten through grade nine and offer laboratory experiences in elementary teaching, where the teacher shortage is most severe. A larger group of children from the city can be accommodated under this arrangement. Plans for this laboratory school are now in blueprint and specifications. It is the No. 1 building project at Eastern.

It would be conservative to estimate that Eastern could provide 100 more teachers for the state of Illinois each year if there were residence halls on campus to house another 300 to 400 students. Parents as well as students like the advantages of dormitory life. Eastern turned away many potential students this year because its dormitories were full. For this reason, the board has approved a plan whereby the state would pay part of the construction cost of a new residence hall. The remainder would be paid for from the sale of bonds, which would be amortized from income.

The board, in an effort to cut budgetary askings to the bare minimum, eliminated the music and art building which, in the minds of many who know Eastern's needs best, should have equal priority with the laboratory school and residence hall.

Western Wants Dorm and Shop, Funds to Operate Science Building

By ALLAN LAFLIN
Public Relations Director, WISC

Projecting expenditures for a two-year period during a time when new construction is being carried on and with increasing enrollments facing the college is one of the more difficult tasks of administering a college program, according to Dr. F. A. Beu, president of Western Illinois State College.

New buildings require additional funds for custodians, fuel, lights, water, supplies of various kinds, and general upkeep. At Western the new science building, now under construction, will be completed by the fall of 1955. This entails the need for additional funds to operate over the amount received during the persent biennium.

26 Percent More Students

Enrollment this fall increased 20 percent over the previous year. More students mean, in many cases, funds for additional faculty members, equipment, and other things.

During the past six months the administration in cooperation with

—WISC Photo

BUDGET REQUESTS for Western Illinois State College are reviewed, discussed, and adjusted by Pres. F. A. Beu, center; James Grigsby, business manager, left; and Miss Mary Crum, secretary to President Beu. The administration, in close cooperation with staff members, worked out a budget for the 1955-57 biennium which is 19 percent greater than at present.

—ISNU Newsphoto

OLD MAIN, though decapitated and falling apart at the seams, still houses 150 classes each week at Illinois State Normal University. Built before the Civil War, Old Main is now shorn of its fourth floor, clock tower, and porches—a shell of its former self.

staff members has worked many hours to produce a defensible budget for the 69th biennium. The Teachers College Board at the November meeting approved a budget for Western amounting to $3,739,163.

This budget request, democratically built by administration and staff, is a justifiable one. It is 19 percent larger than the amount received during the 68th biennium. Considering the new science building and increased enrollments, the increase is not unnecessarily large.

Western's request for new buildings was held to a minimum because the only new construction on a state college campus during the present biennium was the science building. President Beu did request a new combination women's dormitory and a new shop building. A large part of the cost of the residence hall would come from income from the building, with only a small part from state appropriation. The full cost of a much-needed shop building would come from state funds. The residence hall is badly needed at Western in order to provide satisfactory living quarters for the increased enrollment of women students.

Legislature Must Decide

Even though the budget for the 69th biennium has been approved by the Teachers College Board, it now must be presented to the state legislature sometime after it convenes in 1955. Because the budget is a fair one and the state is in dire need of well-prepared teachers, there is every hope the legislature will approve the budget as presented by Western.

Normal Still Needs Classrooms and an Elementary-Junior High School

By GERTRUDE M. HALL

Director of Publicity, ISNU

Casual visitors on the Illinois State Normal University campus ask, "What's that building? Why don't you tear it down?"

Old Main, the subject of their queries, looks like a specter but continues to house* 150 different university classes each week. Built before the Civil War, Old Main still serves as the major class center at Normal, but bereft of fourth floor, clock tower, and porches, bears little resemblance to its former self. And removal of the Old Main shell today would sadly cripple the university, so cannot be seriously considered.

*Perhaps the word should be *haunt* in this case, since it is impossible for students to attend classes in Old Main without being haunted by the condition of this state building.

Need for Classrooms Drastic

Anyone willing to study even casually the classroom situation at ISNU can see the prime factors contributing to the university's drastic need for classrooms.

Old Main—the major class center—must be replaced by modern class facilities.

Nine temporary federal buildings must be replaced by modern class facilities.

Cook Hall and North Hall, constructed in the 1890s, cannot continue to serve as class centers many more years.

A glance at a few figures reveals that ISNU had 2076 resident students in the fall preceding the start of the current biennium but anticipates at least 59 percent more—3300—by the close of the coming biennium. The present enrollment of 2652 represents an all-time peak and last fall surpassed all estimates. University classrooms are bulging.

Add to these prime factors some scant knowledge of the public schools in Illinois, from which ISNU draws its students and into which ISNU sends its graduates as teachers. The drastic need for university classrooms becomes indubitably tied up with the welfare of the public schools. "And gladly wolde he lerne and gladly teache," the university's appropriate motto, expresses this close relationship.

Yet Illinois citizens—parents—legislators—who want *to do something* about the teacher shortage often fail to recognize one tangible way to help the situation, by providing adequate classrooms at ISNU.

Modern Lab School Sought

Year after year, Illinois State Nor-

—NISTC Newsphoto

SAME OLD PICTURE which was used two years ago with the same type of article is still valid. Now used for classes and student activities, this barracks unit at Northern Illinois State Teachers College needs constant patching and jacking up of settling points to stay "usable."

mal University has sought a modern elementary-junior high school. Plans already drawn for such a building, estimated to cost $1,900,000, are gathering dust. The Teachers College Board two years ago and again this year approved the project. As proposed, the building not only would give Illinois an up-to-date laboratory school for the preparation of teachers, but would give the university badly needed class space in the Metcalf Building when elementary pupils now housed there had a new home.

Library Stacks Needed

In addition to classroom and elementary-junior high school buildings, ISNU again must request some additional stacks for Milner Library, where books are now being piled on the floor. The cost of such stacks is estimated at $250,000. Such a request would appear to call for little explanation.

The university operating budget recommended by the Teachers College Board for the next two years is approximately six and a half million dollars—only some 16 percent more than that for the current biennium. This budget represents decidedly less than the faculty, through various committees, sought. It seems like a modest asking, indeed, when compared with the phenomenal figures compiled by some state agencies. When the curfew is rung on the next biennium, Illinois may tardily concede members of the faculty were right.

Northern Requests—What It Didn't Get During Last Biennium

By PAUL STREET
Director of Regional Services, NISTC

"They built well in 1910, when they built the McMurry Laboratory School on the Northern Illinois State Teachers College campus. But a new, modern school is needed now—not only because the old one is incongruously out-dated in comparison to modern public schools today, but also because the old building would then provide some desperately needed college classrooms and offices!"

The Plea Is Still the Same

This was the opening paragraph in the appeal for buildings and operating funds for the college at DeKalb two years ago in this same journal. (See ILLINOIS EDUCATION, January, 1953.) The plea is still the same—the crowded buildings two years older, the enrollment roughly one-third greater. For no state-financed building has taken place on the Northern campus in these two years, though one self-liquidating residence hall for 374 men has been completed and another for as many women has been begun—projects which will provide much-needed housing but tend to increase rather than relieve pressures upon other facilities.

Actually, Northern has adequate plant for something less than 1800

WONDERFUL NEW HORIZONS
A suggestion we hope proves interesting and useful

For Your Electronics Classes

New teaching aid is RCA's unusually complete Electronics Kit. So basic is all equipment and so clear the instructions, class can do numerous experiments as well as build a fine 2-tube radio.

Many scientists worked many months with Chicago's Museum of Industry and RCA to help put together this Electronics Kit for young scientists.

This Kit gives equipment and instructions that are geared to the skills and technical grasp of ages 11 to 18. They can, with this, build and operate a transmitter and both 1-tube and 2-tube radio.

Coming at this time with increasing interest among young people in radio, radar, television and the electronics field generally, teachers welcome this Kit. It adapts itself to class projects with many exciting experiments that are fun to do and teach the theory.

64-Page Booklet 8x5¾" called First Adventures in Electronics is with each Kit. 16 specific experiments are set up in 5 parts: 1 Charges and Batteries; 2–3 Currents and Detecting Devices; 4 Waves; 5 Radios. Also included are International Morse Code and most symbols used in radio.

Parts List consists of board; variable capacitor; RF coil; antenna coil; 1.5 megohm resistor; 22 uuf capacitor; .01 uf capacitor; B battery holder; ground clamp; wire leads; antenna wire; magnet wire; hardware assortment; compass; iron rod; zinc electrode; copper electrode; A battery clips; headphone; knob; 3V4 socket; 1T4 socket; 3V4 tube; 1T4 tube; ground wire; dial scale . . . Your PTA or Board of Ed. might procure this Kit for you.

IF FURTHER INTERESTED, you can get ELECTRONICS KIT NO. 1 described above by writing to CENTRAL SCIENTIFIC CO., 1700 Irving Pk. Rd., Chicago 13 . . $29.95 plus 25c postage.

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students, by reasonably liberal standards. But more than 2500 undergraduate and graduate students registered this fall, despite limitations of both housing and academic plant.

Requesting Three Buildings

After much study and counsel, Northern's advisory committee of the Teachers College Board joined Pres. Leslie A. Holmes in recommending to the board itself that the legislature be urged to provide the following buildings for Northern: a new laboratory school, a physical education building, and a classroom building.

All three of these buildings would increase classroom facilities. The laboratory school is particularly a hope because it would "kill two birds with one stone." It would provide modern facilities to match those in the public schools the college serves; it would leave an out-dated but usable shell which could be adapted for college classrooms and faculty offices. It would also provide for a junior high school program which Northern, unlike her sister institutions, has never had and which is now of critical importance for giving high-school teachers experience on the elementary level where just now they are most desperately needed.

Northern's present facilities for physical education for men were planned for an enrollment of never more than 400 men; the total of men enrolled is now well over 1200. One ninepin knocks over another: The present men's gymnasium would help meet the need for more such facilities for women. The physical education building would also directly provide some classroom space.

Now Making Shift

Currently, Northern is making shift for classrooms by pressing into service rooms not suited for the purpose, by lengthening the school day and operating classes during the noon hour, and by crowding two to four faculty office desks into areas intended for one.

With an eye to the long-range future, the Teachers College Board has authorized Northern to request funds to purchase additional land, so that the college will not face the tremendously costly experience some colleges have had in acquiring residential areas that have closed in upon their campuses.

HS Help Wanted on UI Engineering Open House

The help of Illinois high-school teachers in planning for and evaluating the Engineering Open House at the University of Illinois so it will be more helpful for their students is invited by Dean William L. Everitt of the UI College of Engineering.

This year's open house will be March 12 and 13. Dean Everitt's statement follows:

"The 'Engineering Open House' is more than 50 years old. Today such a function is held by many of the technological colleges of the United States. But we at the University of Illinois are concerned about whether it has realized its potentialities as an educational medium. The typical open house has too often remained a set of uncoordinated stunts, amusing or sensational. Planning and conducting it does give undergraduates, with some faculty guidance, considerable training in organization and initiative. But the open house has partly failed its audience, and we want to do something about it.

"We wish to make the open house a truly educational medium, not only for our own students and faculty but, much more important, for high-school students, officials, teachers, and parents. We want to make it one effective way of helping to orient citizens young and old to the scientific and engineering aspects of our culture. And we want to make it a more social-minded attempt to show what kind of education is needed by future scientists and engineers in the secondary school as well as in the university.

"To fulfill these expanded aims calls for teamwork. In other areas cooperation with high-school officials, teachers, and students has proved mutually beneficial. So it should be here. The colleges should of course continue to do all the drudgery. But an integration of the planning and evaluating of each year's open house will benefit everyone concerned.

"At Urbana-Champaign, accordingly, we have been experimenting with the use of high-school teachers and students as judges of open house exhibits. We have asked the student-government officers of local schools to join us in serving as official hosts for the 1955 open house. We have asked that an exhibit showing the mathematical needs of prospective technical students be prepared by the committee on integration of mathematics teaching—a committee on which are represented the Colleges of Education, Liberal Arts and Sciences, and Engineering, and also the University High School.

"But these are first steps only. We must go much further. I am therefore inviting your views and criticisms. We want these in advance of each open house, during it, and after it. We know there can be many pitfalls on the two roads we wish to travel—general education and vocational guidance. We need your help in avoiding these pitfalls. Busy though you are, we should greatly appreciate your sparing time to evaluate our efforts. In short, we hope that you and your students will attend our open house on March 12 and 13, and that you will see me or write me and give your and their reactions."

Here's an Idea . . .

Aurora Rotary Club Honors Teachers

A three-pronged project to honor the teaching profession has been adopted by the Aurora Rotary Club. The purposes of the project are: to stimulate greater recognition of the service given by public-school teachers, to encourage high-school students to enter the teaching profession, and to share the ideals of Rotary with high-school youth.

New teachers, local teachers association officers and directors, student members of Future Teachers of America, board of education members, and superintendents and principals are guests of the Rotary at a special Teacher Recognition Dinner. Teachers are also guests at weekly Rotary luncheons.

Scholarship awards of $100 to $150 will be given to a senior from each of the two FTA clubs, who has enrolled for a teacher-training course in an Illinois college or university.

The ideals of Rotary are presented through high-school assemblies, by inviting high-school student guests to Rotary meetings, and through the distribution of posters and plaques to the high schools. Two assemblies in each of the two high schools present an outstanding business or professional man to speak on a theme related to vocational or community service, and a speaker of recognized authority on international affairs.

The project is being supported through voluntary financial gifts from active and honorary members of the Aurora Rotary Club. "Rotary is more than a mere luncheon club," Pres. Jerry Richardson said, "it is a *service* club." By giving public recognition to teachers and the teaching profession through a worthwhile program, Aurora Rotarians feel that they are effectively emphasizing "service" in this, the Golden Anniversary year of Rotary International.

Teacher Tenure Law

(Continued from page 179)

case or who might have information needed by the committee.

4. The committee calls upon the teacher, the principal and/or the superintendent, the board of education, other teachers in the system, and in many cases parents, patrons, and lay citizens in the community. As much information as can be secured is formally assembled in a report to the board of directors of the IEA. A part of this report will be the recommendation to the IEA board as to whether the committee feels that the teacher should or should not be supported by the IEA. The IEA board, after study of the report and its recommendations, will make the decision for or against support.

After approval of the IEA board, the investigating committee's recommendations are forwarded to the board of education and the teacher; sometimes the entire report is forwarded.

Some Are Not Supported

Not all IEA members who become involved in tenure cases gain IEA support; in some cases the data gathered during the investigation bears out the charges made by the board in the dismissal notice. In such cases the teacher is notified of the intent of the IEA not to support his case. The cooperation given by many boards of education during tenure cases has been gratifying. In some instances tenure cases have been settled during a meeting with the board of education and the investigating committee.

The Illinois teacher tenure law has worked where all persons concerned —the teacher, the administrator, and the board of education or school inspectors—have cooperated with each other. The teacher needs to be the best teacher possible. The administrator should visit all teachers on his staff, giving advice and counsel where needed and helping the teacher to recognize causes for removal which are remediable. Once a cause for removal is recognized, the teacher should be warned and given opportunity to remove the cause.

Failure of a tenure teacher to remove a cause sufficient for dismissal should result in dismissal action in accordance with the law.

Johnson and Nickell Head Brotherhood Week in Illinois

"Few things are more important to democracy and to the peace of the world than the complete destruction of the idea that one man is superior or inferior to another, or that one race is superior or inferior, by accident of birth. Many of the troubles of the world have stemmed from a false idea of superiority which sets one group against another."

This statement was made by Dr. J. T. Rettaliata, president of the Illinois Institute of Technology, who will be Brotherhood Week chairman for Illinois. Announcement was made by the National Conference of Christians and Jews, sponsors of the event, which will be observed Feb. 20 to 27 in 1955.

Illinois co-chairmen for Brotherhood Week observances in schools and colleges are Dr. K. Richard Johnson, president of the National College of Education in Evanston; Dr. Vernon L. Nickell, state superintendent of public instruction; the Rev. S. C. Stoga, assistant superintendent of the archdiocese of the Chicago Catholic school board.

Brotherhood Week has been observed for 20 years and increasingly in schools and colleges throughout the country. The educational division of the NCCJ office in Chicago, 203 North Wabash, would be glad to consult with educators on Brotherhood Week programs, for which it offers literature and other program aids.

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—SIU Newsphoto

15TH ANNIVERSARY of Southern Illinois University's Egyptian Chapter No. 1 of Future Teachers of America was celebrated Nov. 15 on the SIU campus. Attending the banquet were, from left, Barbara Graham of DuQuoin, SIU chapter president; Fount G. Warren of SIU, the chapter's first faculty adviser; Supt. William Carruthers of Murphysboro, who gave the banquet address on "Professionalism and What It Means to the Teacher"; and Dr. Jacob O. Bach, SIU faculty member who is the present sponsor of the chapter. As a result of a membership drive prior to the anniversary celebration (which was won by the secondary education group), SIU's FTA enrollment is now 118, an all-time high.

High-School Contest on UN Will Be Held Mar. 15

Student knowledge of the functions and work of the United Nations will be tested in high schools throughout the United States and its territories on Mar. 15, date of the 29th annual high-school contest on the United Nations. The competition, sponsored annually by the American Association for the United Nations, will once again take the form of a three-hour examination, combining short-answer and essay questions.

Top-ranking students in the nation will receive, as first prize, their choice of a trip to Europe or $500 and, as second prize, a trip to Mexico or $200. American Youth Hostels of New York City and the Experiment in International Living in Putney, Vt., will cooperate in the arranging of prize-winning trips. In addition, community organizations in at least 28 states will offer prizes totaling more than $3000 and several college scholarships to state and local winners.

Students in all public, private, or parochial high schools are eligible to take the examination. Schools should register through a teacher. Further information may be secured from Miss Mary Hamilton, Contest Secretary, American Association for the United Nations, 345 East 46th Street, New York 17. Each school registering will receive one free study kit, with additional kits available at 50 cents each.

ISNU College Day Scheduled for April 18

The 1955 College Day at Illinois State Normal University has been set for Monday, April 18. Invitations to attend will be extended early in the spring to hundreds of high-school seniors throughout the state who are interested in teacher education. A full day's activities are planned to give the campus visitors a first-hand glimpse of college life.

General chairman of arrangements for College Day is Dr. A. W. Watterson.

Two Retired NEA Officers Form Senior Citizens Group for Persons Over 40

Joy Elmer Morgan and Willard E. Givens—who together served the National Education Association for more than 50 years, one as *NEA Journal* editor, the other as executive secretary—have formed a new organization known as Senior Citizens of America. Both men are giving their time and effort to the new movement as a public service without pay. Dr. Morgan, who retired Dec. 1 as director of NEA publications, is president and editor; Dr. Givens is chairman of the board of trustees.

Will Publish Magazine

This new organization, which was incorporated on Oct. 12, 1954, enrolls as members persons 40 years of age and over, and devotes itself to their interests. Its activities will include research, correspondence, personal counsel, and the publication of a monthly magazine, without advertising, to be known as *Senior Citizen*. This new magazine will begin in January, 1955, and will include a wide range of subjects of interest to persons who wish to make the most of the second half of their lives, including health, nutrition, housing, education, recreation, reading, employment, investment, social security, gifts and bequests, retirement, mental hygiene, community service, gerontology, and geriatrics.

"There is an immense amount of unused talent among our senior citizens," said Dr. Morgan. "There are more than 57,000,000 Americans 40 years of age and over, with 13,000,000 of them 65 years of age and over. The person who does not begin at 40 to prepare himself for the second half of life is as much handicapped in today's world as a child of an earlier generation whose elementary schooling was neglected."

The headquarters of the new organization is at 1701 16th Street NW, Washington 9, D. C., where its offices opened Dec. 1. Persons who are interested are invited to write for a free booklet, *So You're Over 40*. Dr. Morgan also wishes to hear from persons 65 years of age and over who would like to earn social security coverage by working a few hours a week for Senior Citizens of America.

WISC Guest Day Mar. 16

The Annual Guest Day at Western Illinois State College for high-school juniors and seniors has been set for Mar. 16, according to Allan Laflin, chairman of the committee. Some 2000 high-school guests are expected to attend.

—NISTC Photo

GOODBYES are told to Mrs. Neva A. Kelsey by her four children—Mead, Jr., 6; Juanita, 11; Edward, 8; and Miriam, 13—as she leaves her home in Dixon to attend classes at Northern Illinois State Teachers College some 50 miles away. Mrs. Kelsey is a full-time student at Northern and has had to assume the responsibilities of both mother and father to her youngsters. The six members of the Kelsey family were involved in a head-on automobile crash in September, 1953, with a resulting brain injury to the father, Mead, which has meant that he will probably never again be expected to lead a normal life. He has been committed to Elgin State Hospital. Mrs. Kelsey's determination to be a teacher resulted from careful consideration of her long-range problem. She felt that as a teacher she would be able to be at home with the children as much as possible and would be able to help them through college. Through the help of NISTC and the local DeKalb press, Mrs. Kelsey was able to rent her home in Dixon and move to DeKalb, thus saving the 100-mile daily trip to school.

Dr. Gray's Personal Gift Helps NEA Building Fund; Illinois Total Is $87,000

A generous contribution to the NEA Building Fund by Dr. William S. Gray of the department of education of the University of Chicago has helped to boost the Illinois contributions for 1954. As of Nov. 9, 1954, the totals for this state were $87,503.50. Of this, $84,300 represented life memberships. The five-year building fund quota for Illinois is $270,000.

On Nov. 9, the 1954 goal of $2,000,000 for the NEA Building Fund campaign was reached. A goal of $5,000,000 has been set for the total campaign, to be concluded by the time of the NEA centennial convention in July, 1957.

James Blue Will Preside At NASSP Meeting Feb. 19-23

—Herzog, Rockford
Mr. Blue

James E. Blue of Rockford will preside over the convention of the National Association of Secondary School Principals in Atlantic City, N.J., Feb. 19 to 23. He was elected president of the national association last year, and will remain in office until after the convention. Mr. Blue, principal of West Senior High School in Rockford, has been active in both the Illinois Secondary School Principals Association and in the national department. He was one of the first two principals recognized by the ISSPA for outstanding achievement (in October, 1953). The award was based on Mr. Blue's work with the Illinois Secondary School Curriculum Program and the Illinois Curriculum Program and on his record as a high-school administrator.

The Rockford superintendent has been president of the Northwestern Division of the IEA and president and secretary of the ISSPA. He is also chairman of the physical and biological science committee of the Allerton House Conferences on Education, sponsored by the Office of the Superintendent of Public Instruction and the University of Illinois.

IACT Adds Two New Locals

Two new affiliated local associations have been added to the membership roll of the Illinois Association of Classroom Teachers, it has been reported by Pres. Mildred Toomey of Wood River. They are at Rock Island and Virden. IACT now numbers 119 affiliates.

Miss Toomey also outlined some of the plans for Classroom Teacher Night during the NEA convention in Chicago in 1955. There will be 100 hostesses at the banquet from IACT affiliates. Table decorations will be furnished by local associations under the direction of IACT directors, who will contact locals in their regions.

U. of Oslo Summer Session for American Teachers Set for July 2 to Aug. 13

The University of Oslo, Norway, will hold its ninth summer session from July 2 to Aug. 13, designed especially for American and Canadian teachers. The course, conducted in English, will include brief summaries of cultural backgrounds; graduate seminars; educational systems; and history, content, and organization of physical education in Scandinavia.

Six semester hours of credit may be earned. Fees will be $100 for six-weeks' board and room, $90 tuition, and special student and field trip fees amounting to about $35. An additional fee of $15 will be charged for the special series of lectures and demonstrations on "Physical Education in Scandinavia" offered at the fifth session of the Institute for English-Speaking Teachers. A limited number of scholarships will be available. Books, supplies, and round-trip transportation must be added to the above costs.

Further information may be obtained from Mrs. Lorraine B. Carlson, Administrator, Admissions Office, Oslo Summer School, c/o St. Olaf College, Northfield, Minn.

—Walter Barnes Studio
Dr. Haskew

Mr. Bonansinga

Mr. Sundine

Schools, Radio, TV, and Press Will Be Represented at IEA-ISNU Conference

Jack Sundine, editor of the *Moline Dispatch*, will represent the press on the opening panel of the seventh annual School Public Relations Conference Saturday, Mar. 13. To be held at Normal, the conference is again sponsored by the IEA and Illinois State Normal University.

As editor of the Moline daily, Mr. Sundine supervises the mechanical, circulation, and news departments of the newspaper in addition to writing the editorials. He returned to newspaper work on the *Dispatch*, where his father was co-publisher, following four years in the Pacific theater with the navy during World War 2. He is active in community affairs, and is on the University of Illinois citizens advisory committee.

Joe Bonansinga, vice-president and general manager of WGEM and WGEM-TV in Quincy, will be the radio-television representative on the opening panel. Mr. Bonansinga returned to Quincy in 1947 after war service in the army, and joined the staff of the radio station as commercial manager. He soon moved up to his present position. Mr. Bonansinga is vice-president of the Illinois Broadcasters Association and is also active in civic affairs.

As previously reported, Dr. Laurence D. Haskew, University of Texas vice-president for developmental services and College of Education dean, will speak at the conference luncheon. Last year he spoke before teachers organizations in 17 states outside Texas, and is known nationally as well for his work with the Educational Policies Commission, of which he is currently vice-chairman.

School administration and teacher education are Dr. Haskew's chief professional interests. He is technical consultant to the Texas Research League in its survey of Texas public schools and to the Ohio School Survey Commission. He was technical consultant to the Gilmer-Aiken committee in Texas, which brought about the reorganizing of public school finances.

Dr. Haskew also has some journalism in his background, having served as an editor of the campus newspaper and yearbook at Emory University. An alumus as well of the University of Chicago, he was a coach, high-school principal, and superintendent of schools before serving on a number of college staffs.

IEA newsletters as well as the February issue of ILLINOIS EDUCATION will carry further details about the conference program. Only cost of the conference is the price of the luncheon. Reservations are to be made with the publicity office at Illinois State Normal University.

Fellowships in Ceylon

The University of Ceylon, Peradeniya, is offering two fellowships to American graduate students for the 1955-56 academic year, it has been announced by Kenneth Holland, president of the Institute of International Education. Awards cover room, board, and tuition. Grantees should have funds to pay their own travel and incidental expenses. Closing date for applications is Jan. 15.

The Ceylon fellowships offer Americans an opportunity to study a variety of subjects. All lectures, except a few in oriental languages, are given in English. For field work in the villages some knowledge of Sinhalese or Tamil is required. Male candidates under 35 years of age are preferred. Applicants should write to the United States Student Department, Institute of International Education, 1 East 67th Street, New York 21.

Children See Books, Authors At Chicago's Book Fair

Thousands of children from Chicago and suburbs examined books; talked with authors; and were entertained by writers, illustrators, and dramatized scenes from popular children's books at the Museum of Science and Industry from Nov. 13 through Nov. 21 during the Miracle of Books Fair for Boys and Girls.

The free display of almost 3000 books for children from some 60 publishers, which attracted capacity throngs throughout its nine-day run, was jointly sponsored by the Children's Book Council, the Museum of Science and Industry, and the *Chicago Tribune*.

In response to demands for an extension of the event, the sponsors joined with the Chicago Public Library in presenting a four-weeks continuation of the book exhibition, starting Dec. 6 at the main library in downtown Chicago.

Spotlighting the opening of the book fair were a 52-page supplement of the Nov. 14 *Chicago Tribune* Magazine of Books devoted to books for children, and a proclamation from Chicago's Mayor Kennelly. Copies of the special supplement, prepared under the direction of Polly Goodwin, children's book editor of the *Tribune*, were given to children who visited the Book Fair. The children also received special folders in which they wrote down the names of books which they saw and would like to own.

Supplementing the book exhibits were chalk talks, quiz programs, and variety stage programs in the 900-seat theater adjoining the display area; original illustrations from books for children; a "Meet the Authors" corner where the children were able to talk with some of their favorite writers; and a special exhibit of American and foreign books for children selected by the young people's department of the Chicago public library.

NAMES OF BOOKS they would like to own are written in special leaflets by young visitors to the Miracle of Books Fair for Boys and Girls, held at the Museum of Science and Industry Nov. 13 to 21. Sponsors were the museum, Children's Book Council, and the *Chicago Tribune*.

21 County Superintendents Newly Elected In November Will Take Office in August

Twenty-one newly elected county superintendents will take office in August as a result of the Nov. 2 elections. Eighty-one of the present county superintendents were re-elected to office.

The new superintendents, by counties, and the superintendents they succeed are: Alexander County — Grace Duff, succeeding Lucy Twente McPherson; Bond — Dean J. Delay, succeeding Alex Long; Calhoun — James V. McDonald, succeeding Cuba M. Tureman; Christian — Vance Kauffold, succeeding Cloyd Wright; Clark — Myron R. Tedrick, succeeding Fred Huffington; DeKalb — Marion C. Hayes, succeeding Marjorie B. Leinauer; Effingham — Lowell Lewis, succeeding Noble E. Jaycox; Franklin — H. L. Browning, succeeding A. Gordon Dodds; Greene — Thelma Chapman Wilkinson, succeeding G. W. Lowe; Hamilton — Willis E. Gholson, succeeding Lodge Grant; Henderson — Louise Fricke, succeeding Chris S. Apt; Johnson — Glenn Jones, succeeding B. W. Hunsaker.

Lawrence — Errett Warner, succeeding Glen Fiscus; Macon — William R. Woodward, succeeding Robert B. Ernest; Macoupin — Mike Makuh, succeeding Charles E. McGee; Marion — Paul B. Chance, succeeding Margaret M. West; Saline — C. Raymond Gardner, succeeding R. Dale Wilson; Scott — Henry B. Corrie, succeeding Hester L. Korty; Wabash — Homer C. Gould, succeeding Justus A. Gibson; White — Harry Puntney, succeeding Walter L. Puckett; and Woodford — Dale Moore, succeeding H. L. Dyar.

81 Are Re-Elected

Superintendents who were re-elected to office are, by counties: Adams — Adam Priepot; Boone — Charles Nihan; Brown — Minnie Bickers Flynn; Bureau — Floyd French; Carroll — Lawrence E. Brudi; Cass — B. W. Smith; Champaign — Ernest M. Harshbarger; Clay — Robert L. Brissenden; Clinton — Victor V. Barcroft; Coles — Gerald Walden Dunn; Cook — Noble J. Puffer; Crawford — Ray C. Duncan; Cumberland — Wayne Hance; DeWitt — A. W. Dickey; Douglas — W. A. Bozarth; DuPage — Roy De Shane; Edgar — Sam W. Arbuckle; Edwards — Roy M. Luthe; Fayette — Lynn W. Price; Ford — J. A. Keefe; Fulton — Howard M. Leinbaugh; Gallatin — Horace G. Brown; Grundy — Lillias K. Walker; Hancock — Olen L. Smith; Hardin — Raymond W. Foster.

Henry — Arthur L. White; Iroquois — R. P. Roberts; Jackson — Virgil N. Wheeles; Jasper — Harold G. Leffler; Jefferson — Sidney S. Hirons; Jersey — O. A. Wilson, Jr.; Jo Daviess — Harold Taft; Kane — E. Earl McCoy; Kankakee — Ruel Hall; Kendall — Irving A. Shears; Knox — Jesse R. Peck; Lake — W. C. Petty; LaSalle — Ray C. Hawley; Lee — John A. Torrens; Livingston — Lucile Goodrich; Logan — E. H. Lukenbill; Madison — George T. Wilkins; Marshall — C. W. Swanson; Mason — Joseph W. Hobbs; Massac — B. D. Fowler; McDonough — Gail F. Underwood; McHenry — Richard L. Tazewell; McLean — Ralph Arends; Menard — Pauline Meyer; Mercer — E. A. Johnson; Monroe — Norman W. Beck; Montgomery — Fred W. Ewald; Morgan — Wilfrid E. Rice; Moultrie — Clark Dennis; Ogle — W. L. Pickering; Peoria — Earl E. Downing; Perry — Philip A. Provart; Piatt — Frank Wrench; Pike — Eldon R. Atwood.

Pope — Howard Wright; Pulaski — M. C. Hunt; Putnam — William H. Glover; Randolph — Ned F. Carlton; Richland — Loren W. Cammon; Rock Island — E. S. Metcalf; St. Clair — Clarence D. Blair; Sangamon — L. W. Hinton; Schuyler — Leslie G. Bedenbender; Shelby — B. Battershell; Stark — W. S. Perrin; Stephenson — Thomas R. Pfisterer; Tazewell — L. L. Atteberry; Union — Russell D. Rendleman; Vermilion — R. H. Elliott; Warren — Verne C. Conway; Washington — Kenneth Frieman; Wayne — Lloyd L. Green; Whiteside — Loren S. Young; Will — Verne E. Crackel; Williamson — Russell Emery; and Winnebago — Paul S. Conklin.

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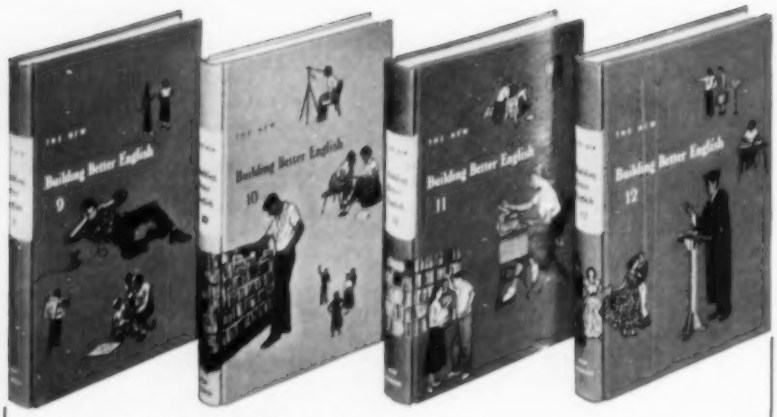

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NEWS

Self-Appraisal Necessary, Speaker Tells ACEI Meeting

Do you make mountains out of molehills in your dealings with boys and girls? This was one of the questions directed to the more than 300 delegates attending the annual Illinois Conference of the Association for Childhood Education International, which was held in Decatur Oct. 23 and 24. Glen Blough, specialist in elementary science from the University of Maryland, asked this question in a speech, stressing the importance of keeping classroom activities in line with objectives.

He suggested that teachers sit down one-half hour each week and ask themselves: "Why am I doing this? How will it get me where I want to go? How different will my students be in June regarding skills, information, and attitudes?"

Mr. Blough said the curriculum should be "fumigated" to eliminate those processes which make the teacher tired by Friday night but which fail to contribute to the accomplishment of the educational objectives. More effective education will be achieved when teachers can give satisfactory answers to these questions: "Do I make mountains out of molehills with boys and girls? Could I go to school to myself? For what will I be remembered as a teacher? Who makes the decisions in my room?"

Former assistant superintendent of Chicago schools, Miss Mary Courtney, in an address, "Stars to Steer By," said that the most impressive and the most effective teaching is done in the home. Books, she said, help to reflect and interpret one's own living, and teachers who love children and books can bring them together.

Dr. J. Lloyd Trump of the University of Illinois discussed "Pakistan: An Islamic Bias." Dr. Trump spoke from experience, as he just recently returned from Pakistan.

Interest Groups Meet

Other conference activities included visitations to classroom displays in the hostess school and meetings of interest groups relating to science, children's poetry, music, word-attack skills, UNESCO, teacher-recruitment legislation, officer training, and student branches.

At the post-conference board meeting, which was in charge of Miss Ethel Ray, president of the Illinois branch of ACEI, it was voted to make a financial contribution to the Illinois Commission of Children and Youth. Additional items of business included the appointment of chairmen and special committees, plus an informal discussion of the educational situation and ways and means of making it more effective for children.

Western Faculty Member Retires After 31 Years

Miss Gladys Vawter, a member of the English staff at Western Illinois State College since 1923, retired at the close of the fall quarter. Prior to her position at Western she taught in the high schools at Avon, Abingdon, and Macomb. Miss Vawter will continue to live in Macomb but will devote much time to travel.

Practical Classroom Uses of Materials Demonstrated at Statewide A-V Meeting

Practical classroom uses of audio-visual materials were demonstrated during the annual fall meeting of the Illinois Audio-Visual Association Nov. 18 and 19 at IEA headquarters in Springfield. Demonstration lectures of three-dimensional bulletin boards and felt boards, and tips on film evaluation were part of the practical side of the program.

Present officers, who have served one-year terms, were re-elected for an additional year. A revision in the constitution will go into effect next year changing the terms of office to two years. Officers are: Blanche Quigley of Quincy, president; Donald W. Smith of the University of Illinois, vice-president; and Forest DeWeese of Taylorville, treasurer. S. E. Alkire, director of audio-visual education in the Office of the Superintendent of Public Instruction, is executive secretary.

E. C. Wagner, director of audio-visual education at Elgin, was honored during the dinner meeting on Friday evening in the Leland Hotel ballroom. Mr. Wagner, who is retiring at the end of this school year, was presented with a plaque in appreciation of his work in the audio-visual field.

The banquet speaker was Dr. Philip Lewis of Chicago Teachers College, who gave an illustrated lecture on the in-service training program of the college. He showed slides to demonstrate his talk, and presented an idea of the many training possibilities of the future with radio, television, and other recent audio-visual developments. Dates for the spring meeting were set for Mar. 25 and 26 at Oak Park.

Arthur F. Byrnes of Eastern Illinois State College presented a participation program giving practical tips on film evaluation during the general session on Thursday. Members of a four-person panel on "Audio-Visual Chores—How We Tackle Them" were Miriam Clark of Champaign, Peers Ray of Rockford, Lynell Weaver Newell of Lovejoy, and Violet Auwarter of Morgan County schools. A summary of the panel was given by Donald Smith of the U. of I.

The preparation and use of 3-D bulletin boards was demonstrated by Mrs. Bertha Blim of LaGrange. Preparing and using felt boards was demonstrated by Mrs. Dorothy White of the Illinois State Library.

Motion pictures and kodachrome slides of European travel were shown after the business session on Friday morning by Grace Brandenberger of Danville and Thomas Green of North Chicago.

—IEA Photo by W. Stewart Williams

3-D BULLETIN BOARDS such as this one were demonstrated by Mrs. Bertha Blim of LaGrange at the annual fall meeting of the Illinois Audio-Visual Association Nov. 18 and 19 at IEA headquarters in Springfield.

Educational Secretaries Plan July Meeting of NAES

The Illinois Association of Educational Secretaries is making plans now to act as host for the annual convention of the National Association of Educational Secretaries in July. The national association, a department of the NEA, will meet on the Chicago Campus of Northwestern University at the time of the NEA convention in Chicago, July 3 to 8. It is expected that Illinois will be host to more than 400 school secretaries from all sections of the country.

The executive board of IAES will meet Jan. 14 and 15 in Urbana to complete plans for the meeting.

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NEWS

Illinois Physics Teachers Eligible for GE Fellowships

Illinois preparatory and high-school teachers of physics are eligible to compete for 50 all-expense General Electric science fellowships being offered by Case Institute of Technology for a special six-weeks study program.

The fellowships, sponsored by the General Electric Co., are also open to qualified teachers from Indiana, Iowa, Kentucky, Michigan, Missouri, Minnesota, Ohio, western Pennsylvania, Tennessee, West Virginia, and Wisconsin.

Applicants for the fellowships must be college graduates, possess experience in preparatory or high-school science teaching, and be certified to teach in their respective states. The program will run from June 19 to July 20, 1955. Fellowship funds will cover living expenses on the Case campus, books, tuition, fees, and travelling expenses to and from Cleveland.

Purpose of the program is two-fold: to provide preparatory and high-school science teachers with a comprehensive review of the physical sciences and to present an introduction to the most recent developments.

Applications for the fellowships may be obtained from Dean Elmer Hutchisson, Case Institute of Technology, 10900 Euclid Avenue, Cleveland 6, Ohio.

In addition to the study program at Case, the General Electric Co. will also offer summer courses for high-school math teachers at Rensselaer Polytechnic Institute in Troy, N.Y., and at Purdue University in Lafayette, Ind., and summer courses for secondary-school chemistry and physics teachers from northeastern states at Union College in Schenectady, N.Y.

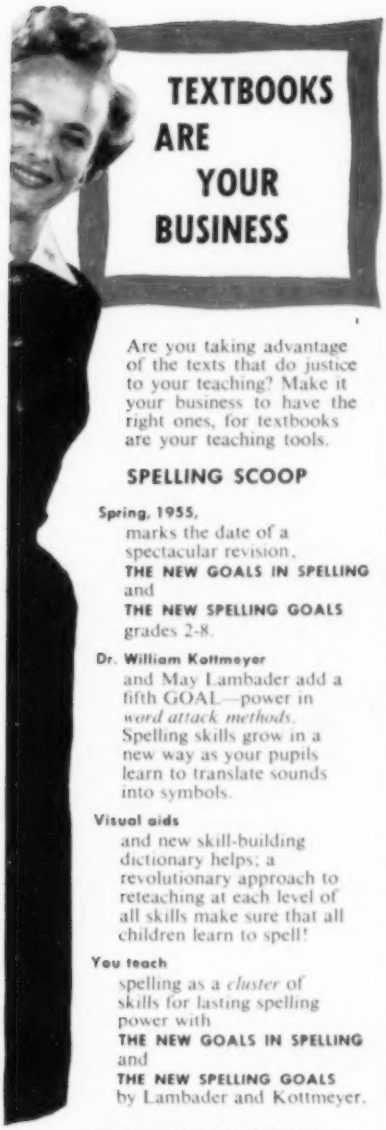
Librarians Discuss Literary Heritage at State Meeting

Illinois school librarians came to Springfield Nov. 4 to 6 to participate in meetings of the Illinois Library Association and the Illinois Association of School Librarians. The theme of the conference, "The Heritage of Illinois," served as a background for all of the sessions, which considered the literary heritage of the state.

Members of IASL joined with the children's librarians section for a luncheon meeting which featured the author, Mrs. Clara Ingram Judson, who spoke on "Now We May Know Lincoln." Mrs. Judson commented on new source material available for Lincoln biographers.

Mary K. Eakin, librarian of the Children's Book Center at the University of Chicago, spoke on "Let's Read Good Books." Miss Eakin suggested standards which must be applied to literature for children and young people.

The IASL spring workshop will be held in Rock Island, Mar. 25 to 27. Officers for 1954-1955 are: president, Viola James of the University of Illinois; vice-president, Frances Lynch of Granite City High School; secretary, Blanche Aust of Glenbard Township High School in Glen Ellyn; and treasurer, Alice Devine of the Chicago board of education.



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NEWS

Creative Writing Contest Open to College, HS Students

The Atlantic Monthly magazine will again sponsor its nationwide creative writing contests for college, high-school, and private-school students. The closing date for the 34th annual college contest is Mar. 18, 1955; and for the high-school and private-school contests, Mar. 25, 1955.

The magazine will award $100 each to the college and high-school students writing the best essay, best story, and best poem. In addition, Middlebury College in Vermont will offer two scholarships, free tuition for the 1955 session of the Bread Loaf School of English, Bread Loaf, Vt.: one scholarship to the college student winning the prize for the best essay, story, or poem; and one scholarship to the instructor of that student.

The University of Pittsburgh will offer a four-year free-tuition scholarship to the writer of the essay, story, or poem entered in the contests which, in the university's opinion, shows the most promise, regardless of its final standing in the contests.

In addition, *The Atlantic* will award prize or place certificates to the writers of the top five papers in the essay, short story, and poetry contests; honorable mention certificates to the writers of the next 15 papers, and merit certificates to the writers of the following 20 papers.

A unique feature of these contests is that every comment and criticism of the readers and judges on the prize-winning, place-winning, and honorable mention papers is forwarded to the instructors of the student writers.

Conservation Slides Available on Free Loan

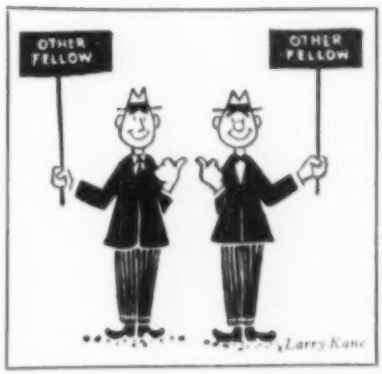
A new set of 35mm colored slides called "Conservation in Our Woodlands," covering central forest conditions, has been produced by the US Forest Service. There are 40 slides in the set. They may be obtained by teachers or club leaders for a loan period of not more than five days (in possession) by writing to the address given below, and stating arrival date desired.

A non-technical commentary most suitable for grades seven through 10, inclusive, is sent with the slides. Each set is boxed and mailed prepaid. Borrower pays return mailing charges, which average about 30 cents. Ordering well in advance is advised.

To obtain a set, write to the Division of Information and Education, US Forest Service, 623 North Second Street, Milwaukee 3, Wis.

Brownell Retires at SIU

Baker Brownell, 68, director of area services at Southern Illinois University, retired Dec. 1. The philosopher, poet, and author who organized and has been coordinating the activities of the area services office at Southern for the past two years, will move to Fairhope, Ala., where he will write another book on small community redevelopment. His successor at SIU has not been named.



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High-School Principals Ask Former Students For Help in Planning Better Counseling

What can high schools do to prepare their graduates for more successful college work? This and other questions were considered at a Southern Illinois University conference Nov. 16 for high-school principals and SIU advisers.

In an informal give-and-take session, 34 area high-school principals aired comments they had gleaned from morning interviews with SIU freshmen who last June were their graduating seniors.

As a result of the interviews principals decided that high schools should do more to build up student interest in chemistry, English, science, and mathematics; assign longer term papers to prepare students for lengthy assignments in college; steer unqualified students away from college; prepare students for the lecture method; give better instruction in how to use a library; begin counseling of students in the eighth grade; and offer stronger courses in English rhetoric.

In turn SIU advisers impressed on the principals the need for students to register during the summer when faculty advisers can spend more time with each student. Dr. Willis Malone of the College of Education pointed out that 250 to 300 students are assigned to each faculty adviser for 30-minute registration conferences. "We cannot possibly give this much time to each student toward the registration deadline in the fall," he said.

Dr. George Camp of the English department spoke of the need for high-school students to receive more practice in writing compositions. Dr. E. C. Coleman of the English department warned that too many students are more concerned with taking courses that will lead to financial success than to a satisfying way of life. Paul M. Hoffman of the business administration department called for an even closer cooperation between high-school and university advisers to do away with the vagueness with which students view college.

Reporting that mathematics is the critical problem with pre-engineering students, Dr. Floyd Krubeck of the industrial engineering department said that many high-school graduates think that four years of high-school mathematics with average grades will qualify them to enter pre-engineering courses.

"This is far from the truth," he said. "The nation's engineers are from the upper 10 percent of college classes."

In discussing non-academic problems of students, Dr. Elizabeth Greenleaf, supervisor of student activities, asked principals to notify Southern ahead of time on the number of students who would need financial help to attend the university.

Western A-V Bulletin Available on Request

A new bulletin, "Audio-Visual Summer Conference and other Conferences, Clinics, Workshops," has been printed and distributed by Western Illinois State College, according to Dr. Jack Peterson, director of research. Complimentary copies may be secured by writing the WISC public relations office. The bulletin is a complete report on conferences held at Western during the past year.

HIGH-SCHOOL PRINCIPALS from the area and SIU college advisers learn some of the answers to their counseling questions during a conference at Southern Illinois University Nov. 16, based on comments gleaned by the principals from on-campus interviews with SIU freshmen who were their graduating seniors last June. Seated from left, are Ted Morgan of Sesser, U. B. Jeffries of Carmi, and Herbert Mundell of Benton. Standing, from left, are Howard Rawlinson of Mt. Vernon; Arthur Milward of Mt. Vernon; Goebel Patton of West Frankfort; Carl Nation of McLeansboro; and Dr. Raymond Dey, dean of Southern's extension division.

Irving Pearson, 9 Others Receive Honorary Degrees In Convocation Ceremony at Illinois College

Irving F. Pearson, executive secretary of the Illinois Education Association, was awarded the honorary degree of doctor of humane letters by Illinois College in Jacksonville, Jan. 7, at an academic convocation climaxing the year-long celebration of the 125th anniversary of the college.

Mr. Pearson was one of 10 persons who received honorary degrees. He was cited as an educational leader, executive secretary of the IEA, member of the legislative commission of the National Education Association, and one who helped to organize the World Organization of the Teaching Profession.

An honorary doctor of divinity degree was awarded to Dr. Louis Hadley Evans of Los Angeles, who was the convocation speaker. Formerly pastor of the world's largest Presbyterian church—First Presbyterian at Hollywood, Calif.—and now a minister-at-large, Dr. Evans is "considered to be one of the 12 outstanding religious leaders in the US today."

Other recipients of honorary degrees were William Charles, retired St. Louis businessman, honored for his public service, doctor of laws; Jonathan Truman Dorris, director of a historical museum at Richmond, Ky., doctor of letters; Frank Lincoln Edwards of Chicago, superintendent of the Illinois Conference of Congregational Christian Churches, doctor of divinity; Margaret Dorothy Foster of Washington, D.C., senior geo-chemist in the US Geological Survey, doctor of science; Hugh Curlee Gibson, outstanding citizen of Jacksonville, master of science; Clara Lavinia Scott, principal of the Inanda Seminary for Zulu Girls, Phoenix Natal, South Africa, doctor of humane letters; and Aurelius Bartlett Vosseller, USN , Supreme Headquarters, Allied Powers, Europe, doctor of science.

Mr. Dorris, Miss Foster, and Miss Scott are Illinois College alumni. Mr. Vosseller attended Illinois College before he entered the Naval Academy.

A previous meeting in connection with the Illinois College anniversary was held Nov. 16, when 60 persons concerned with current problems facing the public schools heard Mr. Pearson discuss the schools' financial burden, and Christian E. Jarchow, executive vice-president of International Harvester Co., speak on the role of the schools in today's society.

Mr. Jarchow drew a distinction between "education" and "training," and said, "To me, the prime function of the college and the high school should be to provide their graduates with education, and with business education in its broadest sense. Let it be the function of the employer, of the business organization, to provide detailed training."

Deans of Women Ask for World Understanding

General sessions, discussion groups, and banquet speakers helped to develop the theme, "Human Relations for World Peace," at the 35th annual conference of the Illinois Association of Deans of Women Dec. 2 to 4 on the University of Illinois campus. Some 100 deans and counselors were present.

Newly installed officers were Alice Jones, dean of girls at Leyden Community High School, president; and Ann Bromley, dean of women at University of Illinios Navy Pier, treasurer. They will serve two-year terms. Officers who will continue to serve for one more year are Sarah Fisher, dean of girls at Urbana High School, vice-president; and Jean Liedman, dean of women at Monmouth College, secretary.

Retiring Pres. Pauline Galvarro of the National College of Education presided at the business meeting, at which time the group voted to hold the 1955 conference in the Moline-Rock Island area Dec. 1 to 3.

Corrine Smith Honored

At the banquet on Friday evening in the Illini Union ballroom, Mrs. Corrine R Smith of Wheaton College was honored for 25 years of service as a dean of women. Mrs. Jean Kline of Wheaton College read the citation. Mildred Warren of Mt. Vernon Township High School read a memoriam to Cornelia Pierce, past-president of IADW, who died Aug. 22.

Royden Dangerfield, director of the Institute of Government and Public Affairs at the UI, was the banquet speaker. He spoke on "Toward Understanding the Orient." Fazlur Kahn of Dacca, East Pakistan, sang several solos from his native land.

Other speakers during the convention included J. Lloyd Trump, UI professor of education, who gave a slide-illustrated keynote address on how we can better understand the Orient; and Paul L. Dengler, founder and director of the Austro-American Institute of Education, who spoke on "A Shrinking World Demands Expanded Understanding."

The five discussion groups on Friday were organized around the theme: "The Role of the Dean or Counselor in Improving Human Relations Among Persons of Different Nationality, Race, and Religion." University students from Europe, the Orient, the Jewish religion, and the Negro race were in each group and contributed much toward developing the topic.

Northern Illinois CT Congress Set for April 2

Mental health in the classroom will be the topic for the general session of the fourth annual Northern Illinois Congress of Classroom Teachers April 2 on the campus of Northern Illinois State Teachers College. Dr. Edward D. Greenwood of the Menninger Clinic in Topeka, Kan., has been invited to speak to the session.

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VACANCIES

for the school year which begins in September, 1955, are now being reported to the placement division of the IEA. Many requests are being received for candidates to fill vacancies now or during the remainder of the school year. The vacancies are the result of marriage, draft, leaving school work to enter business, failure to do a good job as a teacher, and other reasons. Most of the vacancies being reported now are in the elementary field, in commercial subjects, and in girls physical education. However, there are some vacancies in all fields.

Any member of the IEA who is available for a position now or who wishes to be considered for a different position next year is urged to contact the placement division as soon as possible.

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Audio and Visual

By DR. ARTHUR F. BYRNES
Director, Audio-Visual Education Center, Eastern Illinois State College

Films

Fundamentals of Track and Field (Junior and senior high, college. Sound, 22 minutes, black and white, rent or purchase. Produced in 1954, distributed by Encyclopaedia Britannica Films, Inc.)—A condensed encyclopaedia of track and field facts narrated by Brutus Hamilton as Bob Mathias gives a demonstration series. A much-needed addition to the available material on track and field, the film will certainly prove welcome to coaches and students of this classical form of competitive athletics. Bob Mathias won the Olympic decathlon contest twice. Most of the film was taken just after he had won the Olympic decathlon in Helsinki in 1952. Opening with the type of exercises Mr. Mathias uses to warm up, the film runs through eight of the 10 events comprising the grueling decathlon—dashes, broad jump, shot put, high jump, discus, pole vault, and low and high hurdles.

Acts of Courtesy (Sound, 10 minutes, black and white, purchase. Middle elementary. Produced in 1954, distributed by Young America Films, Inc.)—If you want to get along well with others, and want them to get along well with you, be courteous. Showing that everyday acts of courtesy are important, the film stresses the idea that getting along with others, having others like you, means thinking of the rights and feelings of the other fellow. Robert is a young lad who does not mean to disregard the feelings of his schoolmates, but he doesn't think ahead enough to curb his own selfishness. He breaks into line to get a drink or his favorite seat on the bus, and won't listen to the arguments or reasoning of others. Courtesy is a habit that pays off.

Clothes And You: Line and Proportion (Junior and senior high, college, adult. Sound, 10 minutes, color or black and white, purchase. Produced in 1954 by Coronet Instructional Films.)—A study of the effects clothing has on appearance, together with factors that can emphasize or de-emphasize good and bad physical features. The film opens with a high-school style show. The instructor tells how the girls made their own clothing after a study of their physical body types plus their strong and weak physical features. Many techniques for making the most of basic body structure are demonstrated. The effect of height, width, color, and accessories are discussed. A worthwhile sequence on determining body types by comparing oneself to various projected silhouettes should help teen-agers to better understand themselves and overcome what might be some natural insecurity.

The Invisible Guardian (College, adult. Sound, 18 minutes, color, free loan. Produced in 1954, distributed by Chicago Motor Club.)—How practical training can be instilled in youngsters so they can protect themselves against the hazards of traffic accidents. At birth parents completely protect their infants, but as they grow, they must be given more and greater responsibilities. The freedom allowed must be accompanied by education. With cooperation from the school and community, parents can, if time and care are taken, help youngsters be responsible for themselves in traffic. School patrols are shown and their proper functions discussed. The film documents this training with the case of nine-year-old Bobby. The object lesson the film attempts is a rather difficult one to put down objectively. A minor difficulty seems to be that there is enough material covered for more than one film.

Sounds All Around Us (Middle elementary. Sound, 10 minutes, color or black and white, purchase. Produced in 1954 by

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Coronet Instructional Films.)--Designed to arouse interest in the study of sound and to develop some of the basic characteristics of the nature of sound. As David watches a television program he becomes aware of sound and its importance to everyday living. He wonders what sound is, and what causes it. He realizes that many things cause sound and discovers that all sound is produced by vibration. Several examples of vibrations are shown. David also learns that sound is affected or changed by pitch, which can be high or low; loudness; and quality, which can best be illustrated by showing how different things make different sounds. The experiments demonstrated are simple and to the point. Best of all they are easily duplicated in the classroom or at home and should stimulate interest for more advanced study into the nature of sound.

Filmstrips

Artisan Productions has just released a 30-frame, color filmstrip titled **Our Population.** Combining photographs and drawings with captions, the material skillfully deals with the racial strains that comprise the United States. Actual people are cited, together with their type of livelihood. The film tells how all peoples of the country unite to form a true democracy.

The Farmer's Animal Friends presents basic information about rural ways of life that is realistic and appropriate for primary-grade youngsters. Six color filmstrips comprise the series. Titles are *Cows On The Farm, Horses On The Farm, Pigs On The Farm, Sheep On The Farm, Chickens On The Farm,* and *Cats On The Farm.* All are about 23 frames in length. Produced by Jam Handy.

For social studies in the middle and upper elementary grades, Young America has a new color series entitled **Life In Ancient Times.** Six filmstrips accurately re-create *Life In The New Stone Age, Life In Ancient Egypt, Life In Ancient Greece, Life In Ancient Rome, Life In A Medieval Castle,* and *Life In A Medieval Village.* Told in story form through the eyes of a boy or girl of the period.

YOURS FOR THE ASKING . . .

Material listed in this column is up-to-date and available now. Order it at once to have it ready for use and also before supplies are exhausted. For quick response write directly to the advertisers. The coupon below makes it easy for you to order several items at one time.

62. **"A Class Studies Rubber"** is a filmstrip showing how a group of seventh-grade students went about the study of rubber. Included are a 32-page, well-illustrated booklet for students on the discovery, production, processing, and uses of rubber, and a teachers' discussion guide. Booklet and guide may be used with or without the filmstrip. Indicate size of class for booklet. Filmstrip distribution is limited to one to a school. (Firestone Tire and Rubber Co.)

7. **Fund Raising Plan for Schools and Organizations.** Includes samples on approval of greeting card box-assortments, folder, and complete details of money-making plan for schools and organizations. (Sunshine Art Studios)

18. **Free Sample** of Vintex dish cloth with details of a money-making plan for school clubs. (Vine Associates)

36. **The Ethnic Folkways Library** of recorded music from around the world is a classified list of recordings of the folk, traditional, and classical musical inheritances of the peoples of Asia, Africa, Europe, America, and Oceania. Teachers of music, languages, and social studies will find this library interesting. (Folkways Records and Service Corporation)

57. **Leaflet** on improving reading rate and comprehension through the use of the Rateometer in the classroom, in the clinic, or in home study. (Audio-Visual Research)

63. **Hawaii Air Vacation Folders** contain itineraries of Hawaiian vacations. For educators only. (United Air Lines)

64. **Aviation Teaching Aids Folder** outlines classroom materials available without charge. (United Air Lines)

65. **California Air Vacation Folders** detail low-cost tours available. (United Air Lines)

58. **"Europe in 1955"** consists of colorful folders on 47- to 49-day, eight-country itinerary and costs of tours offered by Olson Travel Organization and Olson's Campus Tours, from April through September. Tour costs, $1370 and up.

66. **Folder** summarizing all SITA tours to Latin and South America, Europe, around the world, Pacific, and the USA. (SITA Adventure Trails, Inc.)

68. **Fifty 20-Pack Sales Kits of Vegetable and Flower Seeds,** to be sold at 15 cents per pack. Your group keeps half the proceeds and sends the other half with any unsold seeds to American Seed Co., Inc.

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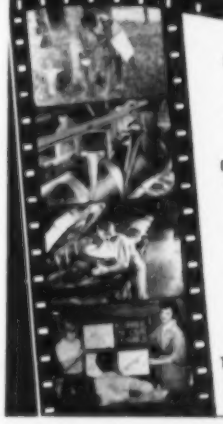

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CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

I Like Children, Alice M. Meeker. Row, Peterson and Co., Evanston, Ill.; 1953. Cloth. Illustrated. 126 pages. Price, $1.20.

Designed to help elementary teachers—beginning or experienced—give friendship as well as knowledge to their pupils. The book offers insight into the everyday problems of discipline and child welfare and gives suggestions on how to cope with them. Actual case histories help to point the way to greater understanding of the child and to the need for a positive viewpoint on the part of the teacher in handling her class. For good pupil-teacher-parent relations, elementary teachers will find this book very useful. In special chapters it treats ways of adjusting the pupil on his first day of school, and provides simple day-by-day schedules on how to make the classroom more lively and make lessons move more smoothly.

Counseling with Parents, Edith M. Leonard, Dorothy D. Van Deman, and Lillian E. Miles. The Macmillan Co.; 1954. Cloth. 330 pages. Price, $3.75.

The experience of Jane LeRoy—a fictional classroom teacher—dramatizes the work of teachers everywhere who are attempting in practical ways to carry out principles of counseling to the best of their ability. The techniques outlined in the book can be used by any teacher who is interested in the wholesome development of her pupils and in working with the parents in the guidance of them. Although the situations deal with children in the lower elementary grades, with slight adaptation the counseling procedures are applicable throughout the elementary grades.

"Quotes" for Youth Leaders, Ben Solomon. Youth Service, Inc., Putnam Valley, N. Y. Paper. 64 pages. Price, $1.

A collection of more than 300 short statements useful to youth leaders at all levels, as items for inclusion in speeches, reports, conferences, magazines, etc. Quotes can help clarify an idea, point up a principle, lighten a report, dramatize a speech. Classified under such headings as youth, recreation, delinquency, failures, sports, is youth "going to the dogs?", etc.

Measurement and Evaluation, Theodore L. Torgerson and Georgia Sachs Adams. The Dryden Press, The Dryden Press Building, 31 West 54th Street, New York 19; 1954. Cloth. Illustrated. 489 pages. Price, $4.90.

Prepared specifically to meet the problems and needs of classroom teachers, the book translates into workable procedures many of the modern ideas which teachers believe in but often find difficult to put into operation. It emphasizes the need to base classroom procedures on a clear and comprehensive understanding of the child. Intelligence, health, personal-social adjustment, and achievement in many curriculum areas are each treated specifically, but their interrelationships are also pointed out. Informal testing and evaluation techniques are stressed, with practical ideas for teacher-made tests.

Citizenship

Illinois State Government. University of Illinois, Institute of Government and Public Affairs, 1209 West Illinois Street, Urbana; 1954. Paper wall chart, two sizes. Available to school libraries.

An organizational chart showing elective and appointive offices, boards, and commissions of our state government—legislative, executive, and judicial branches.

We, the People, W. M. Richards and Bl'ss Isely. Beckley-Cardy Co.; 1954. Cloth. Illustrated. 416 pages. Price, $2.96.

A junior high-school text for civics and citizenship classes, written in terms seventh- to ninth-graders can understand. Emphasis is on the freedom which our form of government guarantees its people and preserves for them, and on our responsibilities in a free society. Includes the branches of the federal government, their duties and powers, state and local governments, the US Constitution, our democratic way of life, and the responsibilities of citizenship.

Homemaking

Teach Me to Cook, Alice D. Morton. Hart Publishing Co., Inc., 670 Fifth Avenue, New York 19; 1954. Cloth. Illustrated. 128 pages. Price, $2.

Cooking instructions for girls and boys from seven to 12, written in a simple style with easy step-by-step directions. Youngsters will find information about the types of utensils commonly used in cooking, cooking terms, and suggestions on how to deport themselves in the kitchen. Emphasis is on safety. Includes dishes children love, with menus for breakfast, lunch, and dinner, as well as picnics, parties, and bed trays.

Latin

First Year Latin, Smith and Thompson, and **Second Year Latin**, Scudder; revised by Charles Jenney, Jr. Allyn and Bacon, Inc. Cloth. Illustrated. 451 and 574 pages, respectively. Prices, $3.80 and $3.40, respectively.

Bright and colorful new editions which should help to make the study of Latin more enjoyable. Full-page color prints show historical places and events; maps and reading lessons are based on the life and history of the Roman people, on heroes, and on fables; and Latin is applied to everyday use—Latin roots in English, Latin phrases in common use, and Latin quotations.

Miscellaneous

Planning Tomorrow's Secondary Schools, edited by Jon S. Peters. The School Planning Laboratory, School of Education, Stanford University, Stanford, Calif.; 1954. Paper. Illustrated. 64 pages. Price, $4; quantity rates.

A guide for those involved in planning, with emphasis on the relationship between the educational program in the secondary school and the physical plant. Based on the findings of the Stanford School of Education Conference on School Planning held during the summer of 1954.

Reading

The Buttons and the Pet Parade, Edith S. McCall. Beckley-Cardy Co.; 1954. Cloth. Illustrated. 64 pages. Price, $1.32.

Another amusing story about the Button children, written at primer level with a high interest level. Youngsters will laugh at the ingenious Button children's entry in the parade and read with anticipation to learn the outcome.

Abraham Lincoln: The Prairie Years and the War Years, Carl Sandburg. Harcourt, Brace and Co.; 1954. Cloth. Illustrated. 762 pages. Price, $7.50.

Carl Sandburg has distilled the essence of his monumental six-volume biography for this new one-volume work. He has taken advantage of all the new material about Lincoln that has become available in recent years, and added it to his own wealth of knowledge and understanding of Lincoln the Man and Lincoln the President.

As a boy, Carl Sandburg grew up in "the Lincoln country" and knew men who remembered Lincoln. He studied the social and political life of the times, and world affairs. It is this complete knowledge of the things which influenced Lincoln which has helped the biographer give the reader the feeling of living with Lincoln in those turbulent times.

Skeet, Mary Russell. Little, Brown and Co.; 1954. Cloth. Illustrated. 56 pages. Price, $2.

Skeet was a happy little burro who loved working for the owner of a tourist camp in the mountains of California. When Skeet was suddenly taken far away from the camp and master and job he loved, it was a boy named Billy, who wanted to see the world, who helped him. For primary grades.

101 Magazines for Schools, Grades 1-12, Ruby Ethel Cundiff. Tennessee Book Co., Nashville; 1954. Paper. 27 pages.

Annotated list of magazines which can be used for curricular purposes and for leisure reading, for elementary and junior and senior high.

Science

Biology for You, Third Edition, B. B. Vance and D. F. Miller. J. B. Lippincott Co.; 1954. Cloth. Illustrated. 652 pages.

A high-school text with emphasis on the importance of generalizations and broad biological understandings, rather than isolated facts and terminology. Wherever possible, applications are made to daily life. A large number of facts are presented in each of the 15 units, not to be memorized for their own sake, but to help the student to understand and remember the principles derived from them and to put them to use. At the end of each unit are questions, problems in scientific thinking, things to do, and a list of supplementary readings.

Social Studies

Ways of Our Land, Clarence Woodrow Sorensen; **Old Ways and New Ways**, **New Ways in the New World**, and **World Ways**, Lewis Paul Todd and Kenneth S. Cooper. Silver Burdett Co.; 1954. Cloth. Illustrated. 184, 230, 350, and 398 pages, respectively. Prices, $2.36, $2.88, $3.68, and $3.72, respectively.

A new social studies series, Man's Ways and Times, written especially for the elementary grades. These books are for grades three and up. The series, stressing reality, tells the story of many ways of living of many peoples in many lands and many times. The books have a threefold purpose: to reorganize and add to elementary social studies; to make the human story personal, real, and dramatic; and to teach big ideas in simple ways. The books: emphasize the story of freedom; build understanding of our economic way of life; tell how men have learned to live and work together; tell the story of ideals as a vital force in the lives of men; emphasize that changes have come rapidly to some peoples and slowly to others; and tell the story of America, relating it to the world story of which it is a part. The books are beautifully bound and beautifully illustrated, and should encourage pupils to want to read them.

Our Big World, **The American Continents**, **Old World Lands**, and **A World View**, Harlan H. Barrows, Edith Putnam Parker, and Clarence W. Sorensen. Silver Burdett Co.; 1954 revisions. Cloth. Illustrated. 186, 314, 346, and 410 pages, respectively. Prices, $2.56, $3.40, $3.56, and $3.72, respectively.

Man in His World geography series for intermediate grades and junior high school, revised to reflect changes in factual data and changes in the political scene which require new interpretations. Maps and illustrations have also been changed or revised as necessary. The series should help pupils understand the changing world in which they live. Emphasis is on people of different countries and the reasons for their different ways of living, and also on the relationships between geography and current economic, political, and social conditions.

Our Family, Richard W. Burkhardt and Ann G. McGuinness. Beckley-Cardy Co.; 1954. Cloth. Illustrated. 64 pages. Price, $1.48.

Primer level in the Home Environment Series, which helps the young child understand family relationships as they are concerned with school, visiting, cooperation at home, church, and a holiday to emphasize our American heritage.

Allyn and Bacon, Inc., 2231 South Parkway, Chicago 16.

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Little, Brown and Co., 34 Beacon Street, Boston 6.

The Macmillan Co., 2549 Prairie Avenue, Chicago 16.

Silver Burdett Co., 221 East 20th Street, Chicago 16.

It's news to us

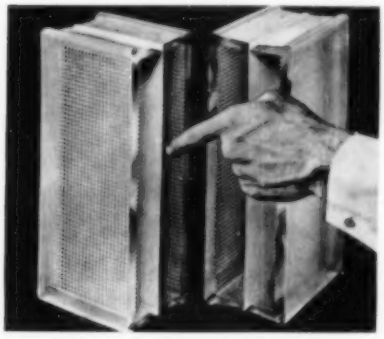
These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, write to ILLINOIS EDUCATION *and your request for information will be forwarded to the producer.*

Toothbrush Kits are a special school offer. The Junior Kits, for children up to 10 years, are available only in lots of 20. 20 child-size brushes with 20 tubes of guest-size Ipana, $2 per lot. Double Duty Kits for children older than 10 have unique, twist-handle, double-duty brush and guest-size Ipana. These also are available only in lots of 20. 20 brushes with 20 tubes of guest-size Ipana, $3.

Illustrated Word Cards, for 24 basic first-grade words, are useful to teachers and children alike. Gay and bright, printed in four colors, 10-ply cardboard, size 11 in. x 14 in. Cost, 35 cents per card.

"**Snapshots Exposed**" hits at the essentials of simple, personal, picture-taking and literally "exposes" the how and why of better snapshooting in terms anyone can understand. 32 pages of how-to-do-it tips lead off with a section called "Meet Your Camera," introducing the idea of exposure in terms of a splash of light. "Outdoor Picture Taking," the second section, demonstrates with photographic evidence how much quality can be added to pictures by the use of inexpensive aids such as filters, lenses, and flash holders. Price, 35 cents at any Kodak dealer.

Suntrol is the name of the new glass blocks to control sun's glare. Double cavity glass blocks for exterior walls and roofs provide a soothing glow of daylight in even the harshest sunlight. They are hollow glass blocks with pale green fibrous glass



diffusing screens sealed into their centers. The two partial vacuums in the blocks keep out much of the sun's heat, but the psychological effect of the color is even more important. Laboratory research has demonstrated that light coming through the green filter actually makes people feel cooler and more relaxed regardless of the temperature.

Teacher Talk

By DON SHUTE

Assistant Superintendent of Schools
East Peoria

Dear Miss Mary,

No, I have never smelled an atomic bomb. I admire your courage for wearing the Atomic Parfum you received from your children. The chain reaction was most unexpected. Unfortunately, the superintendent's office is on the same ventilating system as your room. That air raid drill would end all drills. Please don't wear it when you pass through Los Alamos. You would be a menace to security.

You are in love? Excellent, Mary. Every teacher should experience this frustrating phenomenon of physical chemistry. Run the gamut, girl, you will be a better teacher for it. Temper your affection, however, in view of the teacher shortage. Be certain he is looking for a wife, not a meal ticket. You will end up punch-drunk.

You say you have the principal's son in class. Your problems are no more acute than the boy's. Your idea of thinking of him as just one of the boys, not as the principal's son, is excellent. But remember, his schoolmates think of him as the principal's son.

Any success he may have is suspect in their eyes and those of their parents. You will not always be able to praise him as you do other children. It is unfair, I know, but he lives another life on the playground and in the community. Teachers' children must learn to ride with the punch. You will find that children can be very cruel to each other. And remember, Mary, he gets an awful lot of preaching at home.

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You would like Mrs. Clara Welch, who teaches at Good Farm School near Dwight. She had three sons among the pupils in her rural school. She explained to them that they must call her "Mrs. Welch" in school, not "Mom."

"I'm just plain Mrs. Welch. It's an easy name to remember. When you come to school just say, 'Good morning, Mrs. Welch.' "

"All right, Mom," replied her eldest, "I shall say, 'Good morning, Mrs. Welch. How is Daddy this morning?' "

The state visitor might not understand.

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Bill McBride, affable principal of Gregory School, Chicago, passed along a note received by one of his teachers which expresses the sentiments of many wives:

"Hello, this is Mrs. ..... I carried Hercules over his spelling words all day Sat. and sunday. An this morning just a few of them he can remember, he tries but don't seem to be getting eny place. My husband people is very slow but I am going to keep after him."

Uncle Don

Calendar

JANUARY

11—Western Illinois State College Institute on Human Relations; Macomb.

FEBRUARY

19 to 23—39th annual convention, National Association of Secondary School Principals, NEA; Atlantic City, N. J.

20 to 26—Brotherhood Week.

23 to 25—Joint meeting of four United Business Education Association divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions, and US Chapter of International Society for Business Education, NEA; Chicago.

24 to 26—Annual meeting, American Association of Colleges for Teacher Education, NEA; Chicago.

26 to Mar. 2—Central regional convention, American Association of School Administrators, NEA; St. Louis.

26 to Mar. 2—Annual meeting, Department of Rural Education, NEA; St. Louis.

27—Regional conference, National School Public Relations Association, NEA; St. Louis.

28 to Mar. 2—Regional meeting, American Educational Research Association, NEA; St. Louis.

28 to Mar. 2—10th national convention, Association for Higher Education, NEA; Chicago.

MARCH

5 to 8—North Central Division, Music Educators National Conference, NEA; Cleveland, Ohio.

6 to 10—Tenth annual convention, Association for Supervision and Curriculum Development, NEA; Chicago.

16 to 19—Annual meeting, NEA Department of Elementary School Principals; Chicago.

19—Elementary School Principals Round Table of Northern Illinois; Mandel's Tea Room, Chicago.

24 to 26—Third national convention, National Science Teachers Association, NEA; Cincinnati.

24 to 26—North Central Regional Conference, Department of Classroom Teachers, NEA; Columbus, Ohio.

30 to April 1—Midwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA; Columbus, Ohio.

APRIL

1 to 3—Regional meeting, National Association of Educational Secretaries, NEA; Cleveland.

1 to 4—National convention, National Association of Deans of Women, NEA; Chicago.

2—Fourth Annual Northern Illinois Congress of Classroom Teachers; Northern Illinois State Teachers College.

29 to 30—Illinois Council for the Social Studies, spring convention; Hotel Orlando, Decatur.

Brotherhood Week Is Feb. 20-27

(See page 164.)

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